



**Modern Trends in Educational Technology, specially the use of TV/Video for Teaching English Language Skills to undergraduates in U. P. with special reference to Written Comprehension.**

**DISSERTATION SUBMITTED FOR THE AWARD OF THE DEGREE OF**

**Ph. D.**  
in  
**English**

By  
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Under the Supervision of  
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A B S T R A C T

Chapter I : Some Aspects of the Application of  
Educational Technology for English  
Language Teaching.

In this chapter I have discussed a comprehensive definition of educational technology as an excellent medium of learning and teaching English as a foreign language in India and elsewhere. While mentioning some of the aspects of its application I have maintained that it has a strong potential provided it is exploited in the right direction to meet the challenges of new inventions which are changing our attitudes to language teaching. Media technology is rapidly gaining ground as part of an overall educational strategy and it may be an important component in a curriculum renewal scheme, in a language teaching method, in a literacy programme or an in-service teacher-training programme. In advanced countries the scope of media technology has been fully achieved but in India its scope is still limited although television and video programmes for educational purposes are gradually becoming popular.

Chapter II : Men, Machines and Materials for Language  
Learning and Teaching.

Science has contributed a great deal to the inventions of very useful machines which are fruitfully used for language teaching and learning. The role played by radio

cassette recorders, television and computer has been acknowledged all over the world. Human resources, mechanical resources and language teaching materials have jointly given an impetus to language learning and teaching. But a lot of improvement and imaginative effort has to go into the making of these programmes if they are meant to be effective. We need software material, planned and organised lessons and creative aspects for instructional purposes. A number of agencies like BBC, Brighton Language Centre, Longman and Macmillan have come out with very useful video material for teaching English as foreign language. The use of educational technology, it is encouraging to note, has been quite successful in India wherever it has been tried on the students and teachers, evoking tremendous response and success from them. The time is not far off when the conventional methods will be replaced by TV and video which would soon be a fairly normal item of furniture in the classroom — a perfectly straight forward visual aid which has much to contribute to the teaching of language skill. I have selected video only for use in the classroom for carrying out any experiments on teaching written comprehension to a group of XIth class students. Video and video texts bring a slice of real life into the classroom. It presents the complete communicative

situation. Language learners not only hear the dialogue but they also see the context and the surroundings in which the communication takes place. The visual information leads to a fuller comprehension of the spoken language which can not be achieved through conventional classroom lectures.

Chapter III: A review of some methods with special reference to comprehension approach to teaching of English.

It is my aim to show in this chapter how some of the media elements discussed above could be integrated into the methodology of language learning and teaching and with what result. There are different methods of teaching English in India varying from one corner to another, and a review of these different methods of teaching English as a foreign language has been attempted in this chapter without establishing the superiority of any one method over the other. My purpose is only to show how technological strategies available to us these days could be delved into methodology in order to achieve greater effectiveness, as compared to the conventional methods of teaching.

I have chosen some of the traditional and current methods commonly practised and shown how it is possible to apply

media technology to achieve the objectives embodied in these methods more effectively. The methods selected are Direct Method, Reading Method, Audio Lingual Method, Communicative<sup>and</sup>/Comprehension Approaches to Language teaching. I have concentrated on the importance of the comprehension approach in the acquisition of language. The focus of the teacher is on the understanding of the language first and through this the meaning and grammatical structures are taken up. Comprehension training does not mean that speaking is not permitted in the classroom. Speaking is not only allowed but encouraged. Comprehension is an active and dynamic instructional system. One dynamic component of learning to comprehend is anticipation and prediction. During my experiment I found this method quite effective because it was not only stimulating but also productive in the sense of performance activities. Comprehension approach to language teaching overcomes the shortcomings of the audiolingual method. The language experts have never emphasised that the bulk of language teaching should be restricted to comprehension training but recently language specialists like Asher and Belasco have proved comprehension training to be a highly successful approach.

#### Chapter IV: Integration of Media Elements into Methodology for Teaching Language Skills.

In this chapter I have discussed how educational technology can enter the domain of methodology with successful results; how it could be integrated as a powerful aid to achieve the objectives of each one of the current methods effectively.

I have given two different situations, one concerning the advanced countries and the other pertaining to the developing countries. There is no doubt that media technology in education is widely applied in advanced countries because they can afford the expensive equipments but accepting the economic resources and other factors in poorer countries, the educational technologists find the situation there rather ideal. This is particularly relevant when we come to discuss the teaching of English because it is these countries which require English more urgently as part of their development programmes.

I have shown how video and television have aided the teachers following Direct Method for teaching English. Since the emphasis in this method is on oral instruction in the form of questions answers, gestures, mimes, the television can give through sound and and picture a better understanding of the subject. Similarly the Audio-

Lingual method and the method of Communicative and comprehension Approaches can achieve their objectives more successfully with the use of media technology.

Chapter V : Planning and Integration of Video Material into the lesson with special reference to Teaching Written Comprehension.

In this chapter I have discussed some of the techniques of planning a video lesson into our teaching as a whole. I will also examine how we could introduce it into the syllabus and into the lesson, the focus being on reading comprehension which I call written comprehension as opposed to oral comprehension. I have taken up only three important video lesson plans out of sixteen suggested by Margaret Allan.

Video Plan 1 — Viewing straight through - comprises three stages, before viewing, play the programme and follow up:

Video Plan 2 — Viewing in sections deals with breaking up a programme into sections. Different sections can be treated in different ways for teaching language skills.

Video Plan 3 — Silent viewing — is part of the video lesson. It is a technique which may be used during the operation of video plans 1 and 2.



The rest of the chapter deals with how we might do this using examples from a range of video materials. The selection of video materials assigned to highlight language items is quite important. I think oral and written comprehension can be best taught through video. I have also shown the necessity of using authentic video materials for language learning. The student should be made familiar with the authentic speech of the speaker whose language they are learning. It may appear difficult but can be overcome after they have seen and heard the authentic language again and again. In this chapter I have given the number of units for teaching written comprehension which I have used for my experiments. These units were taught by applying video plan 1 with some modifications. The procedures for teaching these units have been mentioned in detail in this chapter.

All the four units for teaching written comprehension, were taken up in the class with video to four groups of students. The same texts and exercises were taught by the conventional method without video. The idea was to formulate the observations and statistical analysis and prove that the impact of the visual upon the students was far greater than the pedagogic method in the classroom.

## Chapter VI:    Towards the Experiment: Preparation & Procedures.

This chapter deals with the preparation and procedure adopted in the experiments. Selection of students was an important item. It was a random selection of 40 students from class XI divided into 4 groups for testing their comprehension skill. The group was not homogenous but it included a mixed lot from regional and English medium schools. The arrangements of these groups have been discussed in this chapter. Each group was taught by Method 1 — Video method and by Method 2 — without video.

The selection of software material was made from different sources namely BBC cassettes, Television English, Brighton Telemagazines and Video English. The video texts of the four units were presented on four different sheets with exercises and both the groups of Method 1 and 2 were given the scripts in the class.

To find some more evidence in support of media technology for EFL I used some neutral observers for their opinion on the video lessons. Student's response and their reactions to the programmes were also taken into accounts. This was supplemented by teacher's observation as well to measure the fluxes and reflexes of the learners to the video lessons. The procedure how I divided the text in

each of the four units is given in detail in this chapter. To support my thesis I designed a retention test which was administered two weeks after the video lessons. The results proved that those who were taught by video or Method 1 had greater power to retain the teaching items.

Chapter VII: Comprehension and Statistical Analysis of the Results of the Experiments.

Before statistically analysing the data I have given the definitions of some of the special terms used in Statistic, e.g., population, random sample, statistical hypothesis, Null hypothesis, degree of freedom and significance.

To test the overall performance of the 4 groups which have been indicated by the Computer as A.I, A II, A III and A IV. Method 1 is denoted as  $X_1$  and Method 2 as  $Y_1$  and standard deviation is denoted by  $D_1$  in all the samples. To judge the statistical significance the Null hypothesis has been set up as follows showing that the two methods are

1. equally effective
- or
2. not equally effective

The statistical formulae to calculate the standard deviation is given and applied to all the scores of Method 1 and 2.

Test I — was given to measure the overall comprehension of Samples A I A II A III & A IV and we concluded that Method I was far more effective than Method 2 statistically.

Test II — was administered to all the 4 samples B I, B II, B III and B IV to measure their comprehension with regard to word-object relation and meaning. The results are analysed in chapter VII.

Test III — It was my objective in this test to calculate the difference in Scores of Method 1 and 2 with reference the comprehension of the meanings of short utterances and phrases of samples denoted as C I, C II, C III and C IV by the computer for this purpose. It proved that Method 1 was far better than Method 2.

Test IV, V and VI — It was my aim in these tests to find out 3 things (a) the students comprehension to elicit information (b) to find out inferences and equivalences (c) to offer critical opinion and judgment. The results of scores show the superiority of Method 1.

Test VII — The test was designed to assess the retention of comprehension teaching units to all the four groups namely G I, G II, G III and G IV.

The test was given two weeks after the Video lessons and it was statistically proved that samples taught by Method 1 had far better power of retention of units taught to them by video.

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**Certified that M<sup>rs</sup>. KISHWAR JABIN**  
**has completed her doctoral dissertation under**  
**my supervision. To the best of my knowledge**  
**it is her own work and original contribution**  
**to knowledge evidenced by the use of Computer**  
**and Statistical analysis of the data. It is**  
**worthy of submission in suplication of Ph.D.**  
**degree in ELT.**

  
( DR. MUNIR AHMAD )  
Supervisor



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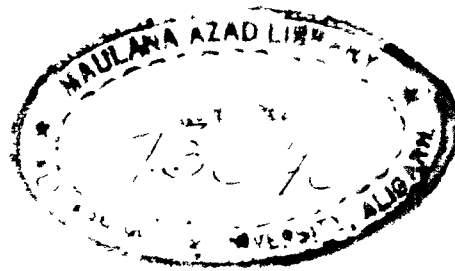
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PREFACE AND ACKNOWLEDGEMENTS

I have been feeling very strongly for a long time to find out some method of overcoming the problems of teaching English to undergraduate classes in the University. Large population of students, lack of motivation and interest on the part of teachers and students both, guided me to the selection of a subject on the application of media technology to teaching of English. An insight into the subject developed when I was practically exposed to media technology last summer at Brighton Polytechnic Language Centre, where I was sent for training on a Summer Course by the British Council, New Delhi. When I returned from Brighton I had another chance of attending a UGC National Workshop on Educational Technology for three weeks at Aligarh Muslim University, Aligarh conducted by Professor Brian Hill, the British Council specialist. This developed my conviction in the utility of media because a large number of students were taught through television and video and their enthusiasm and motivation was amazing.

While pursuing my research work I had to face a number of obstacles and problems. It was a difficult task to carry on my experiment in the department which did not have a television and video; they had to be hired

on the days when I needed them. Ironically they were purchased by the department when I had completed all my experiments.

I wish to acknowledge the great debt I owe to my students of class XI for their active cooperation and keen interest in the video lessons I gave them. Particular thanks are due to the British Council, New Delhi which I gratefully acknowledge for their assistance in the form of books and materials. I have learnt a great deal from Professor Brian Hill who has been a constant source of inspiration to change me into a firm supporter of media technology. I am very grateful to Dr. Abdul Aleem, Reader, Department of Statistics who helped me in processing the data on Computer for statistical analysis. I am equally grateful to the Chairman and my Supervisor Dr Munir Ahmad and all other members of the non-teaching staff who helped me in the completion of this work.

Last but not the least I owe a great deal to my daughters who had the patience to put up with my day-long absence from home during the completion of my thesis and my dear mother who made lot of sacrifice by coming to Aligarh for looking after the children and me.

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## ABBREVIATIONS

ATS	-	American Telecommunication Satellite
CAI	-	Computer Assisted Instruction
CBI	-	Computer Based Instruction
CDI	-	Computer Directed Instruction
CAL	-	Computer Assisted Learning
CALL	-	Computer Assisted Language Learning
CCTV	-	Close Circuit Television
ETV	-	Educational Television
ESP	-	English for Specific Purposes
ITV	-	Independent Television
LTA	-	Language Teaching Association
NASA	-	National Association of Satellite in America
NALLD	-	National Association of Learning Laboratory Directors
OCTV	-	Open Circuit Television
RGB Monitor	-	Red Green Blue Monitor
SITE	-	Satellite Instructional Television Experiment

## C H A P T E R I

### Some Aspects of the Application of Educational Technology for English Language Teaching

### 1.1 What is meant by Educational Technology ?

I would like to discuss here a comprehensive definition of Educational Technology as an excellent and efficient medium of learning and teaching language, specially English as a foreign language in India and else where. It seems to have a strong potential provided it is exploited in the right direction, to meet the challenges of new inventions which require serious consideration in our changing attitudes to language teaching skills.

Alan Hancock defines the phrase educational technology as follows :

Indeed the phrase educational technology has been coined principally to express the notion of men, machines and materials working together to improve the relevance of both teaching and learning processes. 1

1.2       The term educational technology is often used rather ambiguously, because it describes an approach, an attitude of mind and a prospective rather than a formal programme of study. The field is new enough for those who wish to apply it in different direction for instructional and educational purposes instead of conventional academic lecture programmes. Thus media

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1. Hancock, Alan. Planning for Educational Mass Media, London 1977 p. 5.



technology is rapidly gaining ground as part of an overall educational strategy and the same media may be a part of a number of different systems, for example, television and video in the classroom which may be an important component in a curriculum renewal scheme, in a language teaching method, in a literacy programme or an in-service teacher-training programme.

This is based on the assumption that each educational medium has particular strength and qualities which will be of use in introducing, illustrating or reinforcing specific aspects of the total educational goal. A synthetic study of the conventional instruction and media instructional technology may combine to produce a new coherence and meaning to language-teaching community living in the modern world of micro-chip revolution. Taking into account the specific needs of a language teacher media technology poses a great challenge in the adaption of curriculum models developed by researchers like Wilkins, Trim<sup>2</sup> etc.

- 1.3 In theory this should normally fit into our technological society but the use of the term educational technology more often provokes anger and distrust among

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2. Trim, J.L.M., Richterich, R. Van E.K., J.A. & Wilkins, D.A. Systems Development in Adult Language Learning. Oxford. Pergamon Press, 1980.

teachers who have been a victim of new gadgets because they have suffered from inefficient language laboratories, incompatible video recorders or incomprehensible computer programmes. How media technology could be rehabilitated in the minds of such teachers is the main purpose of my project. I would like to explore in the following chapters the advantages of media technology together with some of the problems which users have had to overcome. The focus of my attention will be on television and video to establish how successfully they could be exploited for language learning and teaching provided a key and central position is assigned to the teacher.. It is within this parameter that the potential for media technology can be illustrated.

- 1.4        Hitherto the emphasis was on the scholar's knowledge of the structure and vocabulary. The audio-lingual and audio-visual revolutions in 1960s did little to change this situation. But with the availability of software material growing day by day the disillusionment with technology aids is diminishing. A significant new direction has been given to teaching language skills (instead of acquisition of the knowledge of language) through the application of media technology. A number

of researches have been conducted in Europe, England and America in favour of the use of media-technology, highlighting the practical learning needs, syllabus designing and detailed stages of language learning in terms of specific performance objectives. The main challenge of the 80s is now to develop an integrated educational system for language teaching which stimulates communicative activities, language skills and at the same time promotes the personal and the social development of the individual. Language learning is seen in terms of performance skill which is very much in tune with the feeling of the times. It is against this background that the potential of media technology should be assessed.

- 1.5        The need to focus more on listening skills and on the development of oral proficiency, points to the vital role which radio, television and video tapes have to play. A number of multi-media courses which have been outstandingly successful are already in vogue in many advanced countries which have given a practical and concrete shape to the most popular communicative theory of language teaching now a days. The reason for this success could be the steadily

changing attitude in our understanding of the media as language learning tools. A number of agencies in the sixties and seventies were engaged to enable practising teachers to investigate and report on the efficacy of media technology. Several symposia and conferences were held to explore, balance and counterbalance the opposite views on educational technology. A number of journals and periodicals are devoting adequate space for reviews and criticism on the use of media. It is an encouraging sign now that the products of media programmes can argue through their communicative aims and objectives and the way in which they have attempted to realise them in practice. A special issue of the British Journal of Language Teaching Vol. XVIII, No. 2, 3. 1980 is devoted entirely to the use of media material in language teaching. The development of BBC school television series, the commitment of ITV to schools' televisions are some of the living examples of the applications of media technology.

Undoubtedly the contribution of radio to the teaching of EFL has been overshadowed by television and video but radio still does have a significant role and the largest source of software in the educational

technology because of the cost and copyright problems of video cassettes prepared by BBC. At the moment,

Television and Video are contributing to the total educational process at many points today but there can be few areas in which its potential, direct and indirect is demonstrated more strikingly than in the colleges. 3

- 1.6 Scope of Media Technology : With the gradual acceptance of media technology its scope of application has extended greatly in many areas of education specially in language learning and teaching which is the main concern of my project. It can offer specific advantages to the teacher and the learner specially after the breakdown of the structural approach to language teaching. It is a powerful support to situational teaching by presenting authentic speech of the native speakers and the language is introduced in the context of every day situations — the student learns by hearing and seeing the 'language in action'. It offers up-to-date material which is topical, introducing learners to themes and personalities of the target language. Television and video material provide a flexible resource which can be adopted to suit individual needs. Television courses are designed

with a compelling power to motivate learning. It has already been realised in the advanced countries and is being realised in the developing countries that television should be in every language classroom. Our priorities in language teaching have changed considerably over the years and television has assumed very great importance aided by the spectacular progress in video technology. According to Brian Hill,

Most programmes today are fully constructed to reflect learner's need and this trend is accelerating. Authentic material bounds, ideal for introducing, illustrating or reinforcing communicative skills. 4

In advanced Countries the scope of media technology has received a further impetus by the introduction of Computers in language learning which can be very effective means of instruction in foreign language learning, if linked with a video disc recorder or a video cassette player. (see Chap. II Diagram 4 p.53).

- 1.7 Media technology is constantly under pressure to develop new directions. The internationalisation of the BBC English Cassettes 'Follow me' and 'Follow Through' are glaring examples of its tremendous success. These are some of the broader scopes which

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4. Hill, B., "Using Television", in British Journal of Language Teaching. Vol. XVIII No. 2,3. p. 29.

touch only on the potential of using media technology.

According to Sherrington

For the first time linguistic behaviour could be set in its total extra-linguistic context; students could observe language as it really occurs, instead of experiencing it through a series of artificially created examples. 5

- 1.8        So far I have been discussing the scope of television and video in advanced countries. The application of media technology in India has yet to be tried. Some open universities have started giving distance education in the fields of science, technology and business management but lack the resources in man and material for teaching foreign language skills. Television and video are used extensively in cities and villages in India but for information and entertainment. There is no instructional system in the country which could use media technology for teaching language skills. The teachers of English, a majority of them are still dependent on traditional methodology, and they have not even been exposed to media-technology. How could they realise its worth unless it is introduced to them?

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5. Sherrington, R. Television and Language Skills. 1973. London. p. 2.

1.9 However there are encouraging signs in India for new outlets of educational video. The preparation of educational video programmes for children is now in full swing following the governments decision to provide a second television channel for education by 1991-92.

Several organisations have joined hands to prepare indigenous hardware and software. The Central Institute of Educational Technology (C.I.E.T) of the National Council of Educational Research and Training (N.C.E.R.T) is coordinating the work of making the programmes. They are also expected to help in the realisation of the governments work of universalization of primary education by 1990 for children upto 14 years of age. Obviously television and video are going to play an important role in the realisation of the government's scheme.

The CIET, setup in 1984 is aided by States Institute for Educational Technology (SIET) in six States. It is also assisted by Indian Space Research Organisation (ISRO) and International agencies like UNESCO and The Asia Pacific Institute for Broadcasting Development (APIBD). They have all been setup for promoting utilisation of Educational Technology through video programmes for children which will be rooted in



their own culture. These programmes will be covered by SIET. The SITES in Six States have commenced production of their own programmes in their own language and culture. These programmes are beamed for six hours daily in these six states — Andhra Pradesh, Bihar, Gujrat, Maharashtra, Orissa and Uttar Pradesh.

With a population of 750 million India is faced with the enormous task of educating its people in a very short time. In view of this it was realised by the Government that it would have to rely on Educational Technology to reach such a large population through the exploitation of television and video. The realisation about effectiveness of media technology has already dawned upon the educators and they are busy producing video programmes and films. They range from subjects relating to science, environment, language teaching, wild life, unity and integrity, human values, mathematics and history.

- 1.10 This programme of the Government of India shows an awakening no doubt for the use of educational technology on a large scale but it is related to mass media and distance learning. My project is related to language teaching through video in the class room. The idea is to prove the effectiveness and potential of this

powerful audio visual aid specially for teaching English as a foreign language. In the distance learning the teacher is relegated to the background but with a video in classroom the teacher remains central to any teaching programme. I have shown that video is superior to other aids at our disposal in the classroom. I will examine what its strengths are. What does it do particularly well in the context of language teaching?

#### 1.11 Effectiveness of Video in an English Language Classroom

With the help of video all the language skills, listening, speaking, reading and writing can be taught far more effectively than the lecture method in the classroom. A video teaching programme can be used to practise gist, comprehension, to elicit detailed listening, to stimulate interactive oral work and to introduce structures and grammar points.

The greatest advantage of video is that it offers the visual element in communication and shows how the visible context supports the comprehension of a verbal message. This is an important aspect of foreign language teaching because the students are made familiar with the social and cultural situation in which

language is used in action by speakers whose language they are learning. The right kind of video material used by the teacher can do this in a number of ways : its vivid presentation of settings and characters can be used to set the scene for role play; it can present a case with such impact that it can involve the students actively in a strong debate; interpretations of what they see can be made by them and so video can be a stimulus to genuine communication in the classroom by bringing out different opinions within the group.

The visual and paralinguistic signals help the students to decipher what is being communicated. It helps learners when they listen to a foreign language if they can see as well as hear what is going on. And video's moving pictures also help learners concentrate because they provide a focus of attention while they listen. If the learners <sup>have</sup> greater exposure to the contextualised language and situations, the better they are likely to learn it. In some situations, the classroom is the only place learners can hear the foreign language spoken, so video becomes a means of giving-them a 'language bath', in the classroom. This should form an essential part of a teaching programme specially for students coming to universities in India

from regional medium schools. The combination of variety, interest and entertainment one can derive from video makes it an aid which can help develop strong motivation in learners.

- 1.12 My observations on the effectiveness and motivating power of video is based not only on books dealing with the use of video in the classroom but on my experience of a workshop on video technology for teaching of English as a foreign language to undergraduate classes. I have never seen learners so strongly motivated, attentive and responsible as in video demonstration lessons given to the learners on different skills of language.

### 1.13 Student response to Visual element

Effective and systematic exploitation of well selected video material could help to sensitise students to vital differences in non vocal communication, as well as serve as a stimulus for free discussion in English. The layers of information conveyed by the visual components with regard to student response has been comprehensively summarised in Table<sup>6</sup> on the following page 15 by Jane Willis.

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6. Willis, Jane "The Role of the visual element in spoken discourse + implications for the exploitation of video in the ELT Classroom." in Video in English Language Teaching : A Research Report April 1982 University of Aston, Birmingham p. 21.

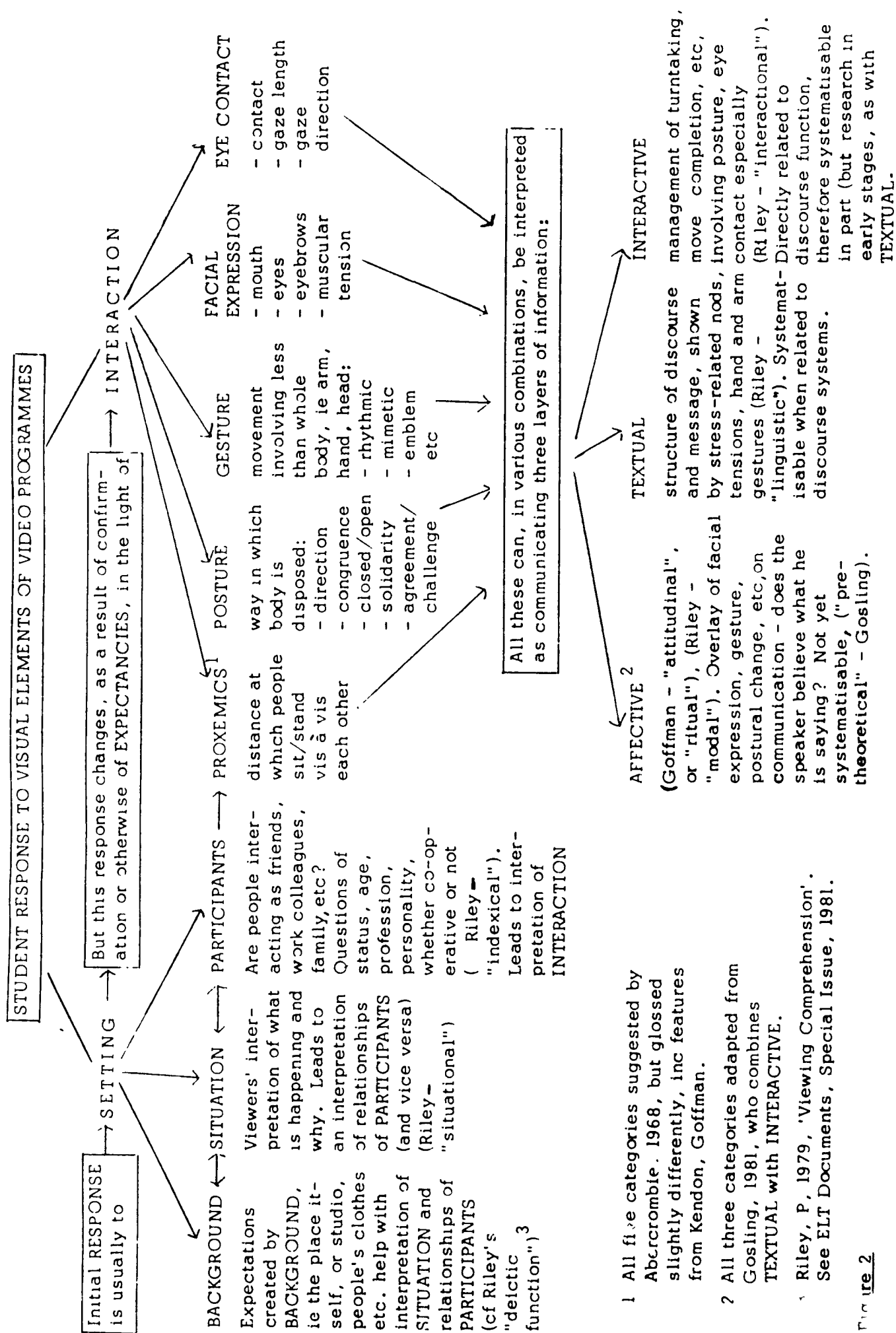


Figure 2

## C H A P T E R    I I

Men, Machines, and Materials for Language  
Learning and Teaching.

2.1        There have been in the past different ways of reaching the language learner through an appeal to as many of his senses as possible and this is not a new idea, but modern technology offers so many different and varying means of approaching the learner which have great potential in operating effectively upon the learner's mind.

Various media elements now in use are only means of communications. But they have in fact no ability except to communicate and if used skilfully by a teacher they can communicate exceptionally well. Adlai Stevenson has rightly pointed out that

We are still in the infancy of the development of educational films, television and the like ... But already there has been such progress made along these and related lines... the resourceful teacher can now do a better job in less time and at less cost. <sup>1</sup>

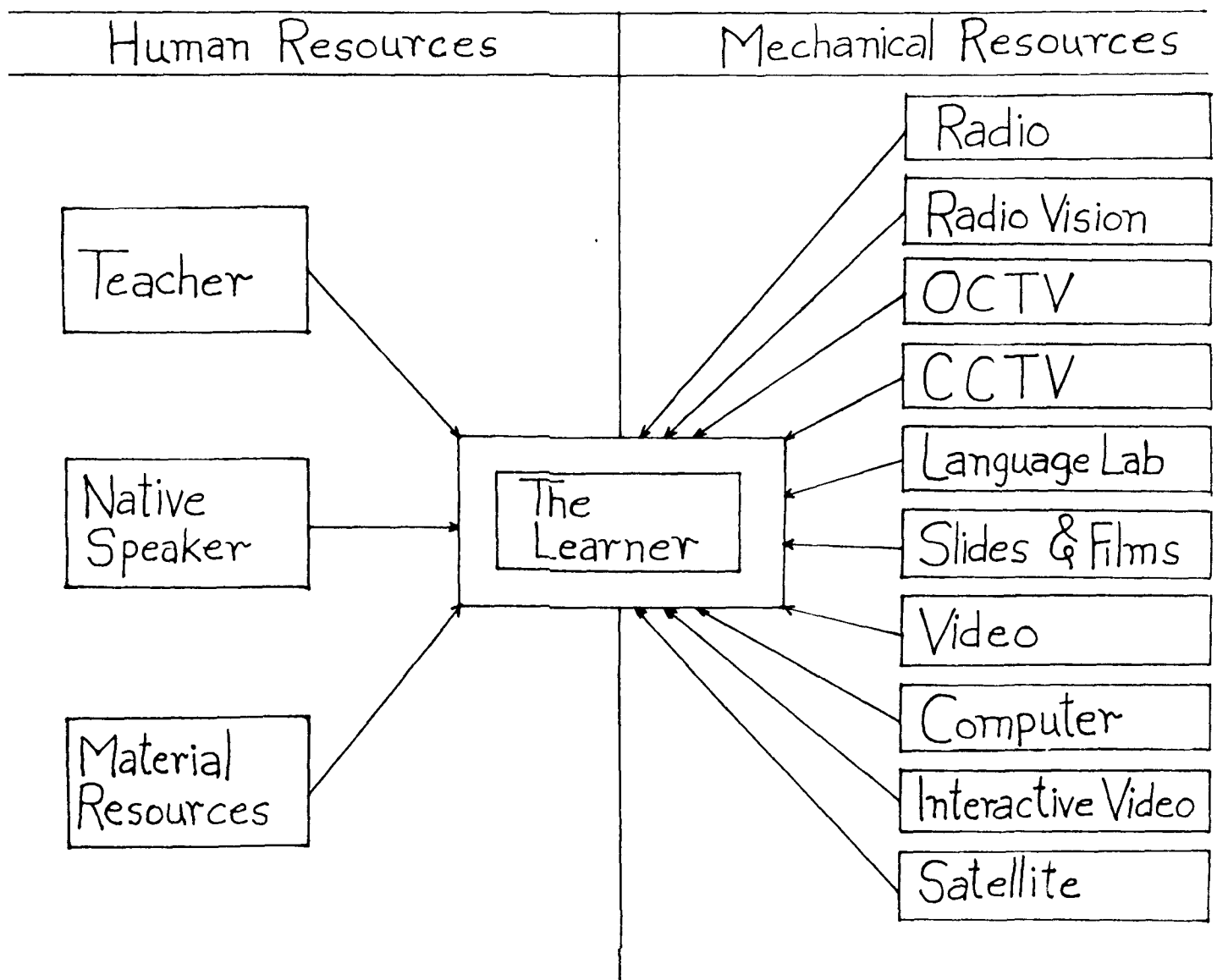
The resources made available to a learner in a learning system may be divided broadly into two categories, in the first instance as human and

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1. Stevenson, Adlai, "Dual Education Problem : School and Home", The New York Times Magazine, April 10, 1958.

mechanical. The diagram below shows the full paraphernalia of stimuli which may reach the learner in modern times. The range varies from open circuit broadcasting and close circuit broadcasting in the classroom through recording etc. to the range of human contacts and resources.

Diagram I





2.2 Human Resources : The most important human resource is the learner and his learning effort. There are several factors, sociological, psychological, cultural and regional which exercise a good deal of influence on the learner's stimulus and response. However, we have to measure the learning effort in terms of time, intensity, efficiency and appropriateness of that effort. These are some of the important learning parameters and all other components in the system are evaluated by their effect upon them. A system which makes it possible for the learner to work longer, more intensively, more efficiently and appropriately will be more highly valued than one which does not. I mean to say that the greater the exposure of the target language and its keen and intensive reception by the learner, the better the achievement.

2.3       The second human resource is the teacher who is the central and integral part in the learning system. However dazzling the success of modern inventions in the field of media technology, the human will always remain central to help and guide the learner through interaction. The teacher initiates, organises, arranges and presents the material to be learnt,

checks on progress, provides inputs and checks the response and the performance of the learner through input and feedback. He finds ways and methods of overcoming learning interferences, blocks and difficulties, which many a time hamper the learning process. It is essential for the teacher to build and maintain the motivation of the learner, fostering dynamism in individuals and groups as the case may be.

2.4        The third human resource is provided by the native informants the native situations and in which the members of the target language present their culture, manners, behaviour, which the learner tries to assimilate in himself or a corpus of linguistic artefacts on which the learner models his behaviour. The learning process is retarded to almost imperfection if the learner is not able to identify himself with the social and contextual values of the country whose language he is learning. This is an important framework for direct conversational and pragmatic interaction.

2.5        The fourth human resource is indirect . . but nevertheless a significant one which relates to the

production of material in the form of scripts, students book, teacher's book acting as a visual to aid the learner. Considering from this point of view a whole host of human resource goes into the making of learner's material, for example, writers, technicians, printers, publishers, secretaries etc. who are skilled, trained and especially commissioned to produce material. Their contribution is great in the sense that it leads to 'immersion learning' which helps in simulating the behaviour of members of the speech community in the course of everyday living, making the target language real and alive in realistic situation.

## 2.6 Mechanical Resources

Radio : In the evaluation of education media system in modern times it seems inevitable to mention the role played by radio in the instructional system of education. The prime of place goes to BBC English by Radio which has now become the requirements of more than hundred countries all over the world for English lessons through the mass media. This activity based on broadcasting is the seed and origin of teaching and learning through media.

English by Radio came into being during World

War II. A number of broadcasts from the BBC foreign language section had the distinction of being the vehicle of its first attempt at teaching English by Radio. The radio programmes which are broadcast by the BBC have the specific need of the country for which the broadcast is meant. We have English by radio for the Middle East, for the European countries and for the far and south East Asia. Now-a-days there are different directions given to the broadcast meant for one country only, for example, India and Pakistan. We have programmes of BBC on radio aimed at teaching English to learners belonging to different regions in the country; English for Urdu speaking learners, English for Bengali speaking learners, English for Tamil speaking learners. This shows a tremendous range of areas covered by radio catering to the needs of learners region-wise in India.

The first English lesson by radio broadcast consisted of a series of selected utterances articulated slowly in perfect BBC English of the day followed by a careful translation in the language of the learner. This was done at a time when the world was at war and when the majority of the audience demanded war news

only. Hence the duration of these programmes were not more than two to three minutes.

In spite of these hard-fact realities the broadcast began to arouse interest and it was improved pedagogically, methodologically in presentation as it gained considerable audience. With the end of World War II the interest of the listeners increased considerably in a wide range of countries in the learning of English through BBC broadcast. What had begun as a haphazard initial experiment during World War II has now become a well planned and carefully organised operation. With the guidance from the growing number of experts in English as a foreign language special bilingual courses for beginners were devised for transmission at intermediate and more advanced level.

Radio became a powerful means of teaching English as a foreign language in a number of countries all over the world. The most popular and successful of the radio programmes in the fifties was the project to teach English to beginners entitled "Calling All Beginners". Here was an excellent production of English teaching material which could work in a

global context attracting large audiences of different areas of the world. English by radio broadcast assumed still greater importance in 1960s when intermediate and advanced level courses in English were beamed not only to Europe but also to Asia. As television was confined only to the developed world, radio lessons in English were the only means available to the learners in distant developing countries. People in Europe, in Middle East and Asia began to learn English through another series of lessons in 'Walter and Connie' though it was primarily a television series.

From the early seventies onwards the teaching of English embraced the use of video and related publications with audio support material, the use of television, fully supported by material for the learner at home or in the classroom. And now the integrated use of all these media is being exploited for teaching English whose range of operation has developed dramatically in response to the worldwide demand for English. English by radio lessons are now broadcast from London to almost all parts of the world

for more than sixty hours each week. We have now special streams of out-put for China, Indonesia, South East Asia and the sub Continent — about one hundred and twenty countries broadcast BBC English by radio lessons on their local air.

2.7 Radio Vision : A refinement of radio which incorporates some of the advantages of a visual support is known as radio vision or audio-vision in the context of open University. Radio vision is cheap, flexible and successful. It has been on the scene of media technology for a decade and its potential has already been stressed. Many teachers clearly find the combination of radio and film strip most useful with the help of slide projectors.

2.8 Television in Education : Prejudices and conservative thinking have contributed towards the hardening of ideas about television which could work against its most productive use in the field of education. Roderick Maclean says, "Television is going to revolutionise educational techniques",<sup>2</sup> and the curriculum models proposed by Wilkins, Trim and Richterich to concretise learning and teaching

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2. Maclean, R. Television in Education 1968 London p.2.

situations through television have posed a great challenge to language teaching. Brian Hill views these new directions in Educational Technology more favourably and attempts to show

how media technology can contribute towards meeting the challenge of the new emphasis on communicative competence more effectively. 3

- 2.9 For the educators who are optimistic about the potential of television in education there are two historical views which are likely to come in their way. (a) TV has grown up primarily as a source of entertainment and journalism (b) TV is centrally controlled. To switch over the audience from entertainment to education could be a formidable task. We need a committed audience, for educational television is not only televisual but more than that because it can establish individual one-to-one relationship. Many people think that treatment of a subject by television necessarily means popularised and superficial treatment. But superficiality has nothing to do with television. It doesn't lie in the TV but in the nature of its audience and its programmes.



Robert Maclean has rightly controverted the popular notion about the superficial treatment of a subject by television :

Television when it is fully adopted to the educational context is capable of all the depth and all the insight that even went into an act of class-room teaching but its full adaptation implies two conditions that are not always recognised in the discussions on ETV. First that the audience must be as committed as it would be in a conventional classroom situation, and second that the TV treatment must not flirtatiously compete with the entertaining and commercial type of television. 4

Professor Brian Hill is also of the view that

any assessment of the potential, must, of necessity be highly selective, since the range of equipment available and the multiplicity of teaching and learning situation in which that equipment is employed make general claims difficult to substantiate. 5

These conditions demand quite self discipline on the part of teacher and student alike, because TV may lead into moods of passivity and relaxation at the cost of seriousness.

If we want television to be of educative value

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4. Maclean R, Television in Education 1968 London pp. 3-4.  
 5. Hill, B. LTA XIV -6.

we must give up all the wooly thinking about it. Let us treat it as a new invention — a brand new facility for use in teaching.

Educational TV functions in two-fold ways

(a) Open Circuit Television — used for the distant learning and education — OCTV (b) close circuit television — CCTV.

2.10 Open Circuit Television, has a mass audience having three functions 1. Dissiminating information and knowledge 2. education 3. entertainment but it is not suitable for instructional activity. The viewer could remain passive or relaxed while watching a programme and he may not consider himself to be individual committed to a course of study but efforts have been made to use this mass medium for instructional purposes. Maclean observes,

Allow that your educational/instructional programmes are arranged in series that no single programme claims to do more than take a step forward, that there is time between each instalment for the viewer to do some work or at least some thinking on his own account, and you have moved substantially nearer a use of TV which is actively educational. 6

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6. Maclean R. Television in Education 1968 London p. 27.

Different types of programmes are beamed for adults and viewers committed to a correspondence or a professional course of study through distant learning. Lack of opportunities for the bulk of population in any country to join a university as regular student has necessitated the choice for distant learning. Distance learning could be grouped into the following categories.

1. Institutional learning — in which the students are actually the members of a university and they have self-access centres which provide learning under the teacher's guidance.
2. Institutional mode — where learning is autonomous and self-directed, where teacher is one of the resources like library, books etc.
3. Regional Institution — in this we get a mixture of intensive course and weekend course. The pattern is that the viewers learn by themselves first and then go in for a two-day intensive contact programme.
4. National Institution — the concept of open Universities is born out of distant learning. To use television as a mass media for those who are interested

in specialised courses. A number of open universities in England and India are catering to the needs of learners through distant education. The open universities in India are mainly concentrating on professional courses for business management, engineers, scientists through correspondence. How far they are effective is yet to be established because the entire exercise in this regard is at the experimental stage. The UGC also has its own programmes for higher and advanced learning in science subject which are beamed by INSAT B to all parts of the country. The Doordarshan also broadcasts programmes for school children on almost all subjects but I think they are not satisfactory because they emphasise the authoritarian role of the teacher and ignore the individual learner's problems and difficulties. Lack of software material, good, planned and organised lessons and creative scripts for instructional purposes are some of the Doordarshan's programmes' serious limitations. A lot of improvement and imaginative effort has to go into the making of these programmes if they are meant to be effective.

The use of TV as I have discussed above as a

mass media can become instructional provided it is integrated to achieve specific educational objective. Television may be a component in a curriculum renewal scheme, a language teaching method, a literacy programme or in-service teacher training programme with the limitations cited above.

2.11 Close Circuit Television : It is only with close circuit system that a committed audience can be taken for granted. It is through CCTV that we are likely to see television's fullest adoption to the purposes of direct teaching. It is different from open broadcasting, in just as much as a text book is different from a popular magazine. We should not have an exaggerated view of the usefulness of television that it can bring about wider appeal and revolution in teaching. TV itself will not revolutionise the quality and style of our teaching, nor will a technically efficient method of distribution necessarily provide us with a willing mass audience. If the teaching material fed in a camera is dull and ineffective, it becomes duller by the time it reaches the viewers. That is why Brian Hill suggests that the

teaching material must "be highly selective", for teaching and learning situations if we really wish to explore the advantages of media technology. The crucial roles of teachers and teaching materials are an integral part of CCTV which is focused on individual or groups of learners. It is through CCTV that we can involve the learners in creating their own material and in using sound and video recorders for using student programmes — a subject which I will discuss later in this chapter. The diagram No. 2 shows the way in which conventional instruction and individualised instruction through programme learning may combine to produce a new coherence and meaning to language learning and teaching.

Diagram No. 2

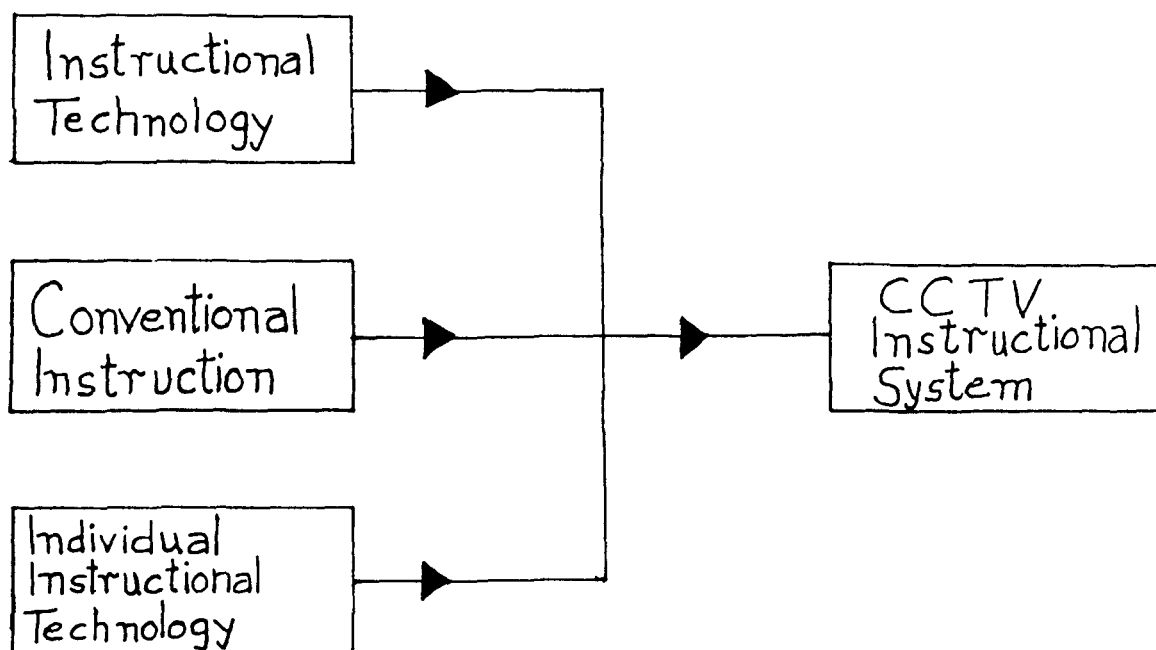
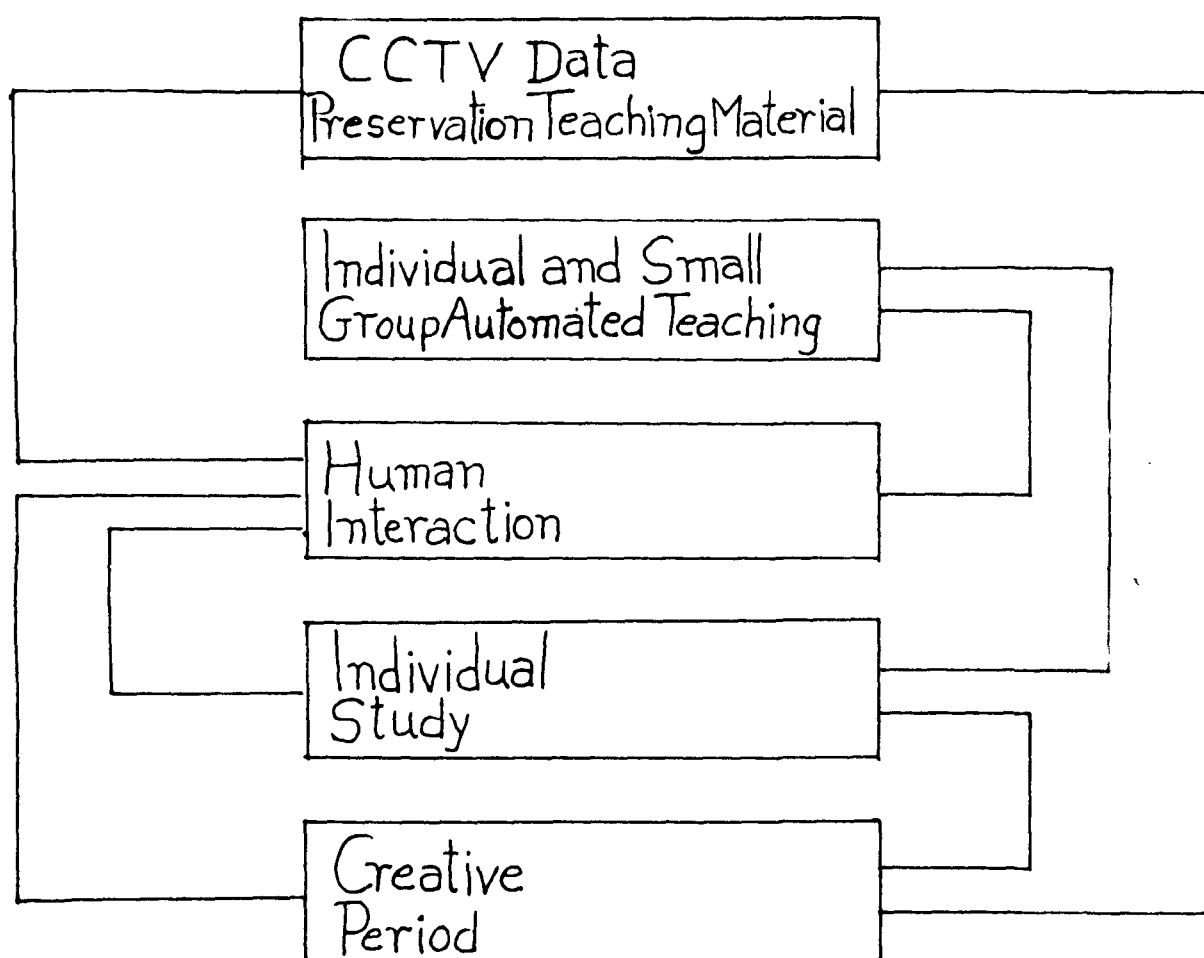


Diagram No. 3 illustrates this relationship in a more detailed form. Here the association and interaction between the teacher, presentation of material and the individual is shown on a modular principle with the feed back processes between them, sketched in by connecting lines.

Diagram No. 3



2.12 Teachers and learners of a foreign language are confronted with the problem of provision or restoration of context — a very important matter indeed. Here again CCTV will prove its worth. Take as a simple example the early stages of learning a foreign language. We all learn our own language in its context. We gradually associate words with objects and behaviour they represent because the people who speak the target language use the word in relation to their behaviour and those objects. Classroom learning of a foreign language has often been divorced from the context but the television

has the peculiar strength that it deals with what are obviously real life and here and now situations. The situations are presented to the students, and dealt with by the teacher, and to their manifest reality, is added the tremendous value of complete visibility. 7

Direct Teaching through CCTV : Television can provide direct teaching and at the same time offer a form of in-service training for the teacher who is relatively unqualified or unacquainted in the latest method of presentation.

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7. McLean, R. Television in Education 1968 London pp. 11,12.



In Britain educational TV means and applies to close circuit work. A lesson in biology can be enlivened by the use of one camera within the school lab. The concept of direct teaching is involved both in broadcasting and close system. Although the latter can prove more effective if we systematise our instructional programme on the following lines :

1. Instructional TV programme
2. A specially prepared handbook
3. exercises to be completed by the students and marked by the teacher.
4. Personal Contact between student and tutor or group of students.

Other types of direct experience programme could be worked out in the following manner

1. Supply the context - the true and real life context to what might otherwise be a purely class room study.
2. Second type of programme attends to achieve similar effects by building up an imaginary context and supplying a reconstructed and imaginary background.
3. Active response programme — this calls for activity on the part of the pupil, a sort of mixed

physical and mental activity. The teacher remains vital and central in this situation.

4. Stimulus type programme designed with the long term cooperation of the teacher to start off a chain reaction of activity in a project form, for example improvised drama, dialogues, situation etc.

All these four types of programmes have been tried in a workshop on 'The Use of Educational Technology for Teaching English through TV/Video in, classroom to undergraduate classes in India which was held from 3 - 22 November 1986 at Aligarh Muslim University under the guidance of Professor Brian Hill, a renowned figure in the world of media technology. This programme was tried on the students and participants both, evoking tremendous response and success from them. The time is not far off when the conventional methods will be replaced by TV and Video which would soon be a fairly normal item of furniture in the classroom — a perfectly straightforward visual aid which has much to contribute to the teaching of language skills. The possibility of linking of classroom to each other through CCTV is in the offing in India. It can also solve the growing problem of student population in universities, and the classes

will not be let off if a teacher is late or absent.

2.13 Language Laboratories — The most important advance in language teaching efficiency was the language laboratory in the fifties which was considered to be a powerful aid for teaching language skills. But its utility has been outmoded by more recent inventions of television and video which are far more superior to language laboratory because of the reasons already mentioned above. Most of the language laboratories are now considered to be a burden on economic resources of the institutions because its optimum utility is confined to the skills of listening and speaking mainly. The open circuit and close circuit system of broadcast have a definite advantage over them because of the vivid visual they provide. The laboratory work becomes boring and repetitive, and the first excitement of the student wears out very soon. I need not go into details of mechanical or academic manipulation of the language laboratory because more recent development in media technology have rendered language laboratories as superficial. The audio-lingual exercises, pattern drills can be more effectively administered through television and video. From the point of view of cost, space and utility the use of mini-lab instead of

language laboratories seems to be a more feasible proposition. A mini-lab has almost the same function which a language lab has except that it doesn't have console and the individual learner can work it himself according to his needs. It is less expensive and instead of having ten or twenty booths in language lab we could have a few mini-labs at a much lesser cost.

- 1.14 Slides and Films : Two further developments have greatly enhanced the value of sound broadcasting to the teacher in the form of slides or film strips to supplement the already consistently excellent teaching material available to the teachers and the students. Films are the main vehicle for instruction. Through them contextual backgrounds can be made real. Different corners of the foreign country, different behaviours and situations can be transported into the classroom. The authentic atmosphere of learning periods can be evoked. Speech is associated directly with action which can help in removing the L<sub>1</sub> interference of mental translation. Interest in plot, personality, atmosphere can be used to take out the boredom of structural presentation. Films can be repeated and on the third and the fourth showing students begin to anticipate the dialogue — perhaps the nearest

approach to the bilingual method but the slides have the disadvantage of being still without any action or speech, and the film strip moves rapidly with no device to stop it at a point of situation which the teacher wishes to exploit for a teaching item — a deficiency which has been fully overcome by the invention of video cassette recorders in the seventies.

2.15 Video : Perhaps the greatest single contribution to revolutionise television studio operation has been the development of the video tape recorder. Until this became a practical proposition all recorded television programmes were made on films by telerecording process. This technique resulted in loss of quality when compared to the original studio pictures and took a considerable time for processing.

One of the novel features of a videotape recorder is the use of rotating video head, and the ability to edit videotape by wholly electronic means. Additions or improvement can be made to existing programmes by inserting new segment into an unrequired section without any visible disturbances. Even animation is now possible under automatic control.

Jack Lonergan firmly believes that,

Video brings a slice of real life into the classroom. It presents the complete communicative situation. Language learners not only hear the dialogue they also see the participants in the surroundings where the communication takes place. The visual information not only leads to a fuller comprehension of the spoken language but can also benefit learners in a number of other ways. <sup>8</sup>

Social relationship and behaviour can be seen very clearly on video and the visual element provides with invaluable feature of the medium. It can show a range of behaviour that no other medium can match : how people react when they are angry, sad, sarcastic, thoughtful, impolite, like, dislike and so on. Video can present language in an entertaining and a lively way and can save the teacher from lengthy explanations. Students can learn a lot about the cultural values of the people whose language they are learning. It can teach almost all the skills of listening, speaking, reading and writing in an interactive situation.

Video is inexpensive and capable of flexible exploitation for individual programmes, for example,

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<sup>8</sup>. Jack, Lonergan. Video in Language Learning 1984 London p.1.

a news bulletin is a good source of frequency counts. It can be used for teacher training because language is a dynamic and a fast moving thing so the teacher has a valid medium for training himself. Video has brought a fundamental change in our attitude to learning and teaching a language. It makes us examine our aims and objectives. It acts as a trigger to activate both the teacher and the taught and works as a catalyst helping in experimentation. Jane Willis believes,

that it is precisely because of the moving visual component that video is a popular aid in the language classroom, atleast with teachers trained in its use. 9

The role of the teacher - There is a serious misunderstanding specially among those who are staunch believers in conventional pedagogic method that the role which a teacher plays in most language teaching situations will diminish. This is far from being true because the teacher is going to remain central in all teaching programmes taken up with the aid of media technology as Jack Lonergan thinks :

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9. Willis, J. "The role of the visual Element in spoken discourse" in Video applications in Language Teaching ELT Document 114. England 1983 p. 30.

As in most language teaching situation the role of a teacher is key one. It is the teacher who must harness the power of the video films; it is the teacher who has the prime responsibility for creating a successful learning environment. 10.

Video is a useful aid for the language teacher. It is not meant to overshadow the identity or the personality of the teacher. It is the teacher who uses various techniques of media technology as an aid to present video materials to learners and to facilitate successful motivation and acquisition. The video films are devised by the teacher, the lessons are planned by the teacher, the interaction does not depend on the video and monitor alone. It is the teacher himself who creates interaction and communicative situations. In a CCTV Workshop it is the teacher who trains how video camera is used and how the students can invite themselves to producing their programmes and materials. Just as the black boards, flash cards are used in conventional teaching in the same way video is also used in the classroom. With some teachers it may be a new experience because they are exposed to the video and camera for the first time but this initial

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10. Lonergan, J. Video in Language Teaching 1984 CUP p.5.



difficulty could be overcome after a few days training as we experienced in AMU Aligarh in a Workshop on Media technology for English. Jack Lonergan is right when he says

It is usually inexperience, perhaps with a sense of awe of the technology which leads teachers to these views. Infact the teacher's role is central because the teacher has to relate broadcast material to the language learner's needs. 11

Geddes and Sturtridge have given the following set of procedures for exploiting many types of authentic video material by the teacher

- (1) Introduce video subject matter (some groups may wish to know what linguistic benefits they can be expected to derive from it).
- (2) First play, with sound. (As group to note key words and after the viewing get one of them to write key words on the board.)
- (3) Help students to reconstruct the strong-line of the sequence from the key words/phrases.
- (4) Second play, followed by general comprehension questions.
- (5) Third play, preceded by discrete. Comprehension questions, 'missingword' sentences, or similar to be filled in during or after play.

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11. Lonergan, J. Video Applications In English Language in ELT Documents 114 1983 Oxford p. 74.

- (6) Further plays, if necessary.
- (7) Ancillary activities (e.g. role-play, written exercises, etc.)
- (8) Feedback (i.e. discussion on the interest of the material and usefulness of the activities). 12

This kind of activity conducted by the teacher whatever the level of the group can be a very efficient way of generating confidence in the learners in following the gist of an authentic television material.

The role of the learner : Most of the learners have used video and television for entertainment purposes only which could be a stumbling block in the way of the teacher to induce seriousness among them. Passive television viewing does not promote interactive learning. To break this vicious circle the teacher has to be very careful in encouraging active viewing by the learner using various techniques to maintain their interest and motivation. "In order to overcome this problem the video material should be carefully chosen or planned or designed to inculcate instruction as well as fun among the learners. If there is need, video games — a sort of language exercise could achieve this end. What is essential is the fact that video should be introduced

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12. Geddes and Sturtridge. Ed. Video in the Language Classroom in "The Use of Video Films" by David Kerridge 1982 London p. 113.

gradually in the classroom. They should also be taught to record their own programmes and appreciate the positive benefits for language learning when it is used constructively. Thus we can open the way in a wide variety of learner-centred activities. According to Jack Lonergan

The role of the learner is to be a creative member in a joint partnership — the video equipment, the teacher and the learner. 13

Jane Willis in her article, 101 Ways to Use Video attempts to explore and classify the uses of video material to fulfil specified learning objectives and to meet the needs of students at five different levels through an illustrative chart given on the next page.

In the upper section of the Chart are given five broad stages to show the changes that occur in language learning objectives as students progress from elementary to intermediate and advanced stages. Objectives 1 and 2 relate to elementary stages, 2 and 3 to intermediate, 3-5 to intermediate and advanced stages. Within each stage the teacher should be aware of the need to re-assess objective constancy on the basis of students'

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13. Lonergan, J. Video in Language Teaching London 1983 p. 7.

LANGUAGE LEARNING OBJECTIVES AND THE ROLE OF VIDEO

STANDARD OBJECTIVES	1	2	3	4	5	
	As a result of controlled exposure to target language, sts will be able to grasp the general situation and repeat and memorize selected language items in a controlled way in limited contexts, e.g. an initiating move + Responding move + perhaps, a follow up move	Sts. should be able to recognize wider contexts for using language they have learnt, in fairly controlled, predictable situations, understand other realizations of similar functions, also to initiate respond using whatever language they can, with slightly less teacher help	Students should be able to recognize language items they know in genuine use in wider situations, and begin to transcode information retrieved in a controlled way, guided by Teacher + B or print materials, begin to interpret more systematically, features of communication (e.g. non verbal presented in the context)	Sts. should be able to recognize the overall structure of a text (spoken/written) & begin to produce organized discourse (rather than discrete items) themselves. This involves practice of microskills e.g. recognizing the value of sentences in a text, moves in an interaction, also predicting transcoding (still with guidance)	Sts. should be able to present and retrieve information (factual and inferred) evaluate and respond appropriately e.g. report, reformulate for a different purpose, discuss, interact efficiently at different levels of formality etc	
UNIT OF TEXT	SPOKEN	WRITTEN	SPOKEN	WRITTEN	SPOKEN	WRITTEN
	Exchange/short sequence of exchanges/very short extract from monologue	Sequence of exchanges/short extract from monologue	Sequence → transaction	Paragraph → series of paragraphs	Transaction → interaction	Short text (not necessarily complete)
					Interaction (complete but short)	Complete text (but not too lengthy)
FOCUS SHIFT	MESSAGE					
	LANGUAGE					
ROLE OF VIDEO	MESSAGE					
	MODEL AND CUE	TARGET	TRANSFER & REINFORCEMENT	ILLUSTRATOR of MESSAGE and DISCOURSE STRUCTURE	SOURCE of INFORMATION	STIMULUS
	To present new language items in short, well contextualized situations, illustrating meaning & use, to give listening practice & chance for selective controlled oral practice, possibly in conjunction with audio tape. Also with Vol OFF, to provide sequences of visual clues for teacher modelled 'drilling' e.g. practice in these forms.	To show target situations that sts. can re-enact using their own words, e.g. simple role play to introduce a wider variety of settings & interactions related to those used previously but less predictable extending listening skills, giving sts practice in recognizing different realisations of similar functions.	To illustrate target language in use in a far wider variety of relevant situations, using longer episodes, to stimulate simulation to provide material suitable for simple transcoding under guidance: note-taking with matrix to introduce features of continuous text e.g. signaling devices, discourse markers	To expose sts to larger chunks of language that they may not initially understand, but which illustrate typical text structures and allow practice in comprehension skills and strategies	To provide material of which the content is relevant to sts needs & interests for the purpose of information retrieval (activities in real life) to provide and resource material for related oral/written tasks e.g. simulations presenting a mini lecture writing a report	To provide material to act as a stimulus for freer class room activities (problem solving games etc) not necessarily based on the intended message of the programme
SEQUENCE LENGTH (see UNIT OF TEXT above)	30 seconds to 2 minutes	1-3 minutes	2-4 minutes	3-5 minutes	3-8 minutes	4-12 minutes
	Examples of ACTIVITIES	Examples of ACTIVITIES	Examples of ACTIVITIES	Examples of ACTIVITIES	Examples of ACTIVITIES	Examples of ACTIVITIES
	<ul style="list-style-type: none"> <li>• • • whole class</li> <li>• • • group</li> <li>• • • pairs</li> <li>• • • one abs. for viewing</li> <li>• • • PIC + VOL</li> <li>• • • VOL OFF</li> <li>• • • NO PIC</li> </ul>	<ul style="list-style-type: none"> <li>• • • Watch &amp; speculate</li> <li>• • • Watch &amp; identify</li> <li>• • • Watch &amp; analyse</li> <li>• • • Watch &amp; improve</li> <li>• • • View and explain to non viewers</li> <li>• • • View and report to non viewers</li> <li>• • • View and do repeat analyse</li> <li>• • • View &amp; re-enact</li> <li>• • • View &amp; complete</li> <li>• • • View &amp; re-create</li> </ul>	<ul style="list-style-type: none"> <li>• • • View and identify language message</li> <li>• • • View and re-arrange (main points, texts, Qs)</li> <li>• • • View &amp; write (notes) (Matrix, Cloze, As to Qs)</li> <li>• • • Watch &amp; provide V/O</li> <li>• • • Watch &amp; analyse kinesics</li> <li>• • • Watch view and report</li> <li>• • • Listen and simulate</li> <li>• • • Listen and simulate</li> </ul>	<ul style="list-style-type: none"> <li>• • • Predict from title and discuss</li> <li>• • • Study related materials and discuss</li> <li>• • • View and note take (guided)</li> <li>• • • Watch &amp; analyse</li> <li>• • • Jigsaw viewing + written/audio texts</li> <li>• • • Write related tasks</li> </ul>	<ul style="list-style-type: none"> <li>• • • similar to 3</li> <li>• • • inc. listen/watch</li> <li>• • • Sts. view then report, evaluate, compare, summarize, combine with info. from other sources</li> <li>• • • write &amp; record own sound track, role play related situations</li> </ul>	<ul style="list-style-type: none"> <li>• • • also discussions of cultural &amp; social customs &amp; values</li> <li>• • • Information gap (split viewing)</li> <li>• • • Plan replan programme to give different attitudes</li> <li>• • • Debate Write related tasks (e.g. letter to BBC)</li> </ul>

achievement.

In the units of text spoken and written Jane Willis has given an analysis of spoken interaction developed at the University of Birmingham which is now being used for the design of teaching materials. The units of text deal with imitation, summary or comprehension of specific items through short video sequences. They cover a number of teaching items from monologue, dialogue to sentence and paragraph writing.

The third section of the chart is on focus shift at different levels. As the language items are well contextualised, presented and practised in a meaningful way, there is a great degree of emphasis on the form of the language items, and the focus shifts from individual items, that is, lexis, grammar and discourse structure to the message conveyed by the language, its informational content and its functional use. This is shown diagrammatically in the chart as a single line which represents a shift of focus. More attention at the advanced level is paid to comprehension and expression of the message.

The lower section of the chart discusses the role of video in language teaching at different levels which I have discussed above but Jane Willis has very

skilfully and brilliantly summed up the role of video in language teaching.

The last section of the chart gives the length of a video sequence in terms of time which varies from thirty seconds to two minutes at stage 1. The timings are increased with stages 2-3-4-5- from one minute to twelve minutes respectively. Exercises may be administered to the whole class, group of students, pairs and individuals. It also shows how in different situations videos could be used with

1. picture + volume
2. Volume off + picture
3. no picture + volume on

## 2.16 Computer Assisted Language Learning - CALL :

In recent years the computer has established itself as an important feature of modern life and spread widely covering many areas of knowledge through its applications. It is also being used as an important tool for language learning. It performs with remarkable speed exactly the instructions given to it by a human user. Its role in language learning is that of a medium far from threatening the teacher's position because it is unable to create educational material.

All the teaching and linguistic material and instruction for its presentation must be specified by the teacher. It is the teacher, then, who can make the computer assume the computer's role in language learning.

There are a number of terms which have come into existence for computer literacy, for example, CAI for Computer Assisted Instruction and the more recent one in Britain is CAL (Computer Assisted Learning). There are other terms CBI, Computer Based Instruction, CDI, Computer Directed Instruction so on and so forth, but they all suggest that computer has a fundamental role in the education process.

CAL implies the presence of the teacher in a class of students and a computer which could be placed in a special laboratory. The teacher decides a certain part of the curriculum can be handled on the computer. This could be any thing from short lessons and exercises to a substantial section of a course. Alternatively the teacher may wish to adopt the computer to develop certain learning skills. It may communicate with the students visually by showing text, diagrams, graphs or video images on screen. It can also present sound in the form

of speech, music or other audio output. This is the general nature of a computer as a resource at the teacher's disposal but it has some positive advantages and disadvantages both.

#### Advantages of Computer in EFL :

There is minimal interference in the learning process with the aid of Computer. It can handle a much wider range of activities and much more powerfully than other technological aids offering interactive learning. We can have the individualised feed back, individualised student response by pressing B or C button. We can say and have a choice to say how he is wrong. This method is called Step Response. Computer renders valuable service for remedial work specially with those individuals who need extra help because they do not make sufficient progress in the classroom. The software gives them help in solving their linguistic difficulties. Computer can also motivate some students who use it with excitement and motivation. It often happens that students miss their classes because of illness, time table clashes and other problems. This presents no difficulty for the computer because it has the capacity to store the lessons in memory and the



student can come at any time, press the button and spend as long as is needed to recover his loss.

From the point of view of teacher the Computer presents several aspects of promise. The computer can handle question and answer routines, simulated dialogues and many other types of exercise. When the student has completed the session the computer can record results, errors, success rates, the time spent and much more information for the teacher to view at a later time. Unlike the text book lesson which a teacher can not change the computer exercise can be easily modified. It has been shown that learning with a computer is rated highly by the students. The Computer can be a powerful motivating force for productive study. But the importance of CALL is still being evaluated because of some disadvantages.

#### Disadvantages of Computers :

Prejudice aside, there are some genuine problems in using the computer for language teaching. Some of them relate to present state of CALL. It is not difficult to buy or borrow materials but they are seldom portable because of being damaged. Unless the computer is the same they will probably not run without modification. While the computer is able to accomodate a substantial

range of learning styles, it is not a complete substitute for the teacher. The computer can not completely conduct an open ended dialogue with the students. It has neither the vocabulary nor the ability to understand the enormous range of utterances possible in any human language. For example, the ambiguity inherent in a structure can not be explained by the Computer with a confidence. For various kinds of exercises related to rules of inflection, word formation and syntax substantial preparation and skilful programming is required on the part of the teacher. Some of the defects inherent in CALL could be overcome if a computer is linked to a video which is commonly known as interactive video.

2.17 Interactive Video : The most exciting technology development in language learning these days is the linking of video to Computer — interactive video. The interactivity lies in the computer's capacity to respond to what the user does. Computer linked to video materials opens up all kinds of possibilities for learning by individuals or small groups.

Currently three possible levels of interactive use are determined by the properties of different

systems :

(a) Basic interactive features offered by the video disc machine.

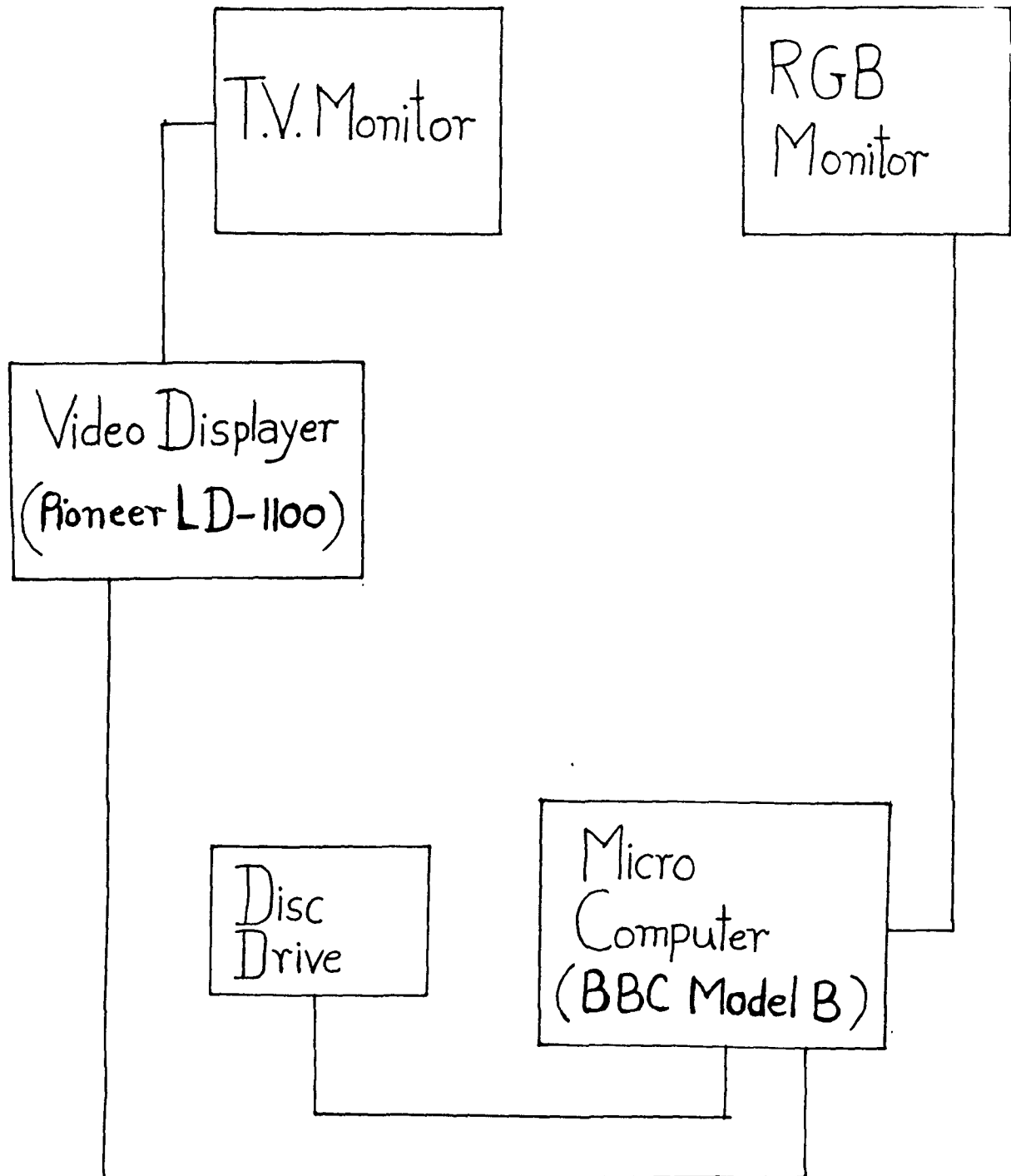
Remote Control and rapid random access are the key features of interactive video which allow the learner to use a key pad or other device to move through a video programme of his choice. The Interactive element is built into this programme in the form of 'menus'. This gives a chance to the learner to decide what he wants to see next.

(b) A Video player with a built in Computer.

This system can have a small Computer built in to a video player. This adds two features : the capacity to branch in different directions and the capacity to keep a record of what the user does. Branching makes it possible, for example, to programme for different responses.

(c) A Video player linked to an external Computer.

As shown in the diagram No. 4 below.



This is possible with both video cassette and video disc-player and there are various ways in linking either to a Computer.

The outputs of Computer and Video can be viewed on separate screens. This level of interactivity

is most flexible but it is also most expensive.

Interactive video may be the source of authentic language, it presents real situations and experience of a foreign country. It also gives paralinguistic clues and stimulates new teaching strategies.

- 2.18 Satellite : The latest and most useful invention of science is the launching of satellites in space for various purposes and is being utilised for broadcasting educative programmes in different parts of the world. It has a powerful potential for the application of media technology to language learning and teaching. There seems to be a shift of emphasis from the macro towards a micro wave system rendered by the spread of telecommunication Satellite system. USA was the first to launch a new series of ATS Satellites on experimental basis to achieve educational goals directly which made an exchange programme possible between Brazil and Stanford University in America. This experiment was followed with direct broadcasting reception in North America and India. This seems to be a new form of interconnecting far off places and producing a genuine global contact between the advanced and developing countries.

The BBC is going to launch a Special programme through its Satellite which can beam ELT and other programmes to any part of India with the help of an antenna disc by 1988. The doordarshan, New Delhi is also contemplating of using a satellite, as I came to know from the Deputy Director General, Doordarshan recently, to beam lectures, demonstrations and other educational programmes on about six or seven channels. It is a multi-crore project and may take not less than a decade for making it fully commissioned. However there is every reason to be optimistic how this new media technology is going to be exploited fully for language learning and teaching giving both the formal and informal education.

I have nearly discussed and explained all the aspects of the application of media technology to language learning and teaching and it is my aim to show in the following chapter how some of these media elements could be integrated for language learning and teaching and with what result. There are different methods of teaching English in India varying from one corner to another but my aim is only to review the current methodology without establishing

the superiority of one method over the other. What I propose to do is to see how technology strategies could be delved into methodology in order to achieve greater effectiveness as compared to conventional pedagogy.

### CHAPTER III

A Review of Some Methods with Special  
Reference to Comprehension Approach to  
Teaching English As A Foreign Language



3.1           As a prelude to the integration of various aspects of media technology into methodology which is the subject of my next chapter, it would not be out of place if I examine the tenets of some of the major methods of teaching English which are widely practised. I have left out the Grammar-translation and Reading methods as I find that other methods namely, Direct method, Audio-lingual method, Communicative and Comprehension approaches to language teaching can be more effectively supported by media technology.

3.2           While presenting a survey of above methods it is not my aim to question the validity or establish the superiority of one method over the other. I only wish to prove in my thesis how far the different elements of educational technology discussed at length in the previous chapter could go a long way in achieving our goals of teaching a foreign language effectively. They are very powerful aids to language teaching made available to us by scientific inventions. Can we change our attitude to language learning and teaching making it more innovative and motivating with the support of teaching machines? I feel strongly, whatever methods

we choose or whatever objectives we have in mind the ultimate aim is to reach our goal by the most direct route. If the traditional techniques are combined with media technology the interest, enthusiasm and motivation of the learner will surely double in the light of their achievement.

### 3.3 The Direct Method :

The reaction against the above method came from different sources and in different ways. It was felt that grammar of a language, and regular practice in translating from the learner's native language was laid on accurate pronunciation and intonation, communication skills and creativity. Different labels are given to the direct method, for example, natural, psychological, direct, immitative and so forth. What they have in common is that they refer to the use of language in communicative situations usually without recourse to the native language.<sup>1</sup>

The report of the Committee of Twelve in 1901 describes it at follows,

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1. Cole, R., Modern Foreign Languages and their Teaching  
1931 New York p. 59.

In its extreme form the method consisted of a series of monologues by the teacher interspersed with exchanges of question and answer between the instructor and the pupil — all in the foreign language ... A great deal of pantomime accompanied the talk. With the aid of this gesticulation, by attentive listening, and by dint of much repetition the learner came to associate certain acts and objects with certain combinations of the sounds and finally reached the point of reproducing the foreign words or phrases... 2

The various oral, psychological or phonetic methods which developed at the beginning of 20th century have been grouped together by Wilga Rivers<sup>3</sup> as forms of the direct method, in that they advocate learning by the direct relation of foreign words and phrases with objects and actions, without the use of the native language by the teacher or student. The ultimate aim was to develop the ability to think in the target language.

### 3.4 The Audio-lingual Method :

The consciousness of a multiple integrated approach to foreign language teaching and the growing realisation of the value of a thorough knowledge of a language other than mother tongue resulted in the development

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2. Cole, R. op. cit. p. 58.

3. Rivers, Wilga M., Teaching Foreign Language Skills 1968 London p. 18.

of a more effective method of teaching foreign language skills initially known as "aural —oral" which was later changed to "audio lingual" method. It aims at developing listening and speaking skills first, as the foundation on which to build the skill of reading and writing. The method developed quickly with the beginning of World War II with the United States Army language programmes which were given to soldiers and military personnel in a large number and wide variety of languages. The training was given with a view to develop communicative ability with a working knowledge of the language of the country where the troupes were being sent. It consisted of situational based dialogues, practised and memorised by the soldiers followed by oral drills and conversations constructed around real life situations. It was perhaps due to intensive communicative sessions that the success of this method was tried and known.

Audio lingualism became immensely popular in United States and other countries of the world for learning a foreign language. The basic principle of audio-lingual methodology is that language performance consists of a set of habits in the use of language

structures and patterns. According to Wilga Rivers,

The audio lingual method aims at teaching the language skill in the order of listening, speaking, reading and writing, the emphasis in the early years is on the language as it is spoken in every day situation, moving at advanced levels to the more literary forms of expression...<sup>4</sup>

- 3.5        The audio lingual method in spite of its immense popularity among the foreign language teachers has not been free from serious criticism by theoretical linguistics. But Wilga Rivers herself has judiciously assessed the strengths and weaknesses of the audio lingual method in the book, "Teaching Foreign Language Skills." Rivers thinks the teaching materials are more scientifically and systematically designed. Reading and writing are not neglected. Student motivation in audio lingual classes is on the whole high. Students enjoy learning to use a language from the very first day of their introduction. The techniques advocate active participation by all students for most of the time. But at the same time the author points out the pitfalls in the method. Students trained by audio lingual method in a mechanical way can progress like well-trained

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4. Rivers Wilga, M., Teaching Foreign Language Skills  
1968 London p. 41.

parrots. They are uncertain of what they are saying and unable to use the memorised material in real life contexts.

In the following chapter I would like to show, whatever the weaknesses of this method, the boredom and dullness can be eliminated and made stimulating by the use of media technology. As an aid it can increase the effectiveness of any method in a particular situation. Audio lingual techniques intelligently applied through media technology can lead to very thorough learning of a foreign language.

### 3.6 The Communicative Approaches to foreign language teaching:

The weaknesses of the audio-lingual method led to the popularity of the most widely practised method of teaching a foreign language these days — the communicative approach to language teaching. The focus of communicative theory of language teaching, having strong supporters in Widdowson and Brumfit, is to acquire the ability to communicate in another language; one must use that language in a communicative situation. Communicative abilities are usually acquired quite rapidly when

compared to the grammatical accuracy of the learner which increases only slowly and after much experience of using the language. To acquire communicative competence a conscious understanding of grammar is not a pre-requisite, thus any grammar-based method which purports to develop communicative skills will fail with the majority of students. Only a few will be able to work their way through a grammar course, whether it is grammar-translation, audio-lingual or cognitive methods. The central principle of several prevailing modern methods is to acquire communicative competence to use the language for real communication. Exercises and drills emphasised in the Direct and Audio Lingual methods are neither necessary nor sufficient. Newmark and Reibal stated this principle :

Systematic organization of the grammatical form of the language material exposed to the learner is neither necessary nor sufficient for his mastery of the language ... Presentation of particular instances of language in contexts which exemplify their meaning and use is both sufficient and necessary. 5

The communicative approach to foreign language teaching can be divided into two parts, precommunicative

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5. Newmark, L., "A Minimal Language Teaching Programme" in The Psychology of Second Language Learning, Ed. T. Quinn 1971 CUP pp. 11-18.

and communicative learning activities.

3.7 (a) Pre-communicative activities :

The teacher through these activities isolates specific elements of knowledge or skill which compose communicative ability, and provides the learner with opportunities to practise them separately. The learners are thus being trained in the post-skill of communication rather than practising the total skill to be acquired.

3.8 (b) Communicative Activities :

The learner has to activate and integrate his precommunicative knowledge and skills in order to use them for the communication of meaning. He now practises the total skill of communication in different types of communicative situation.

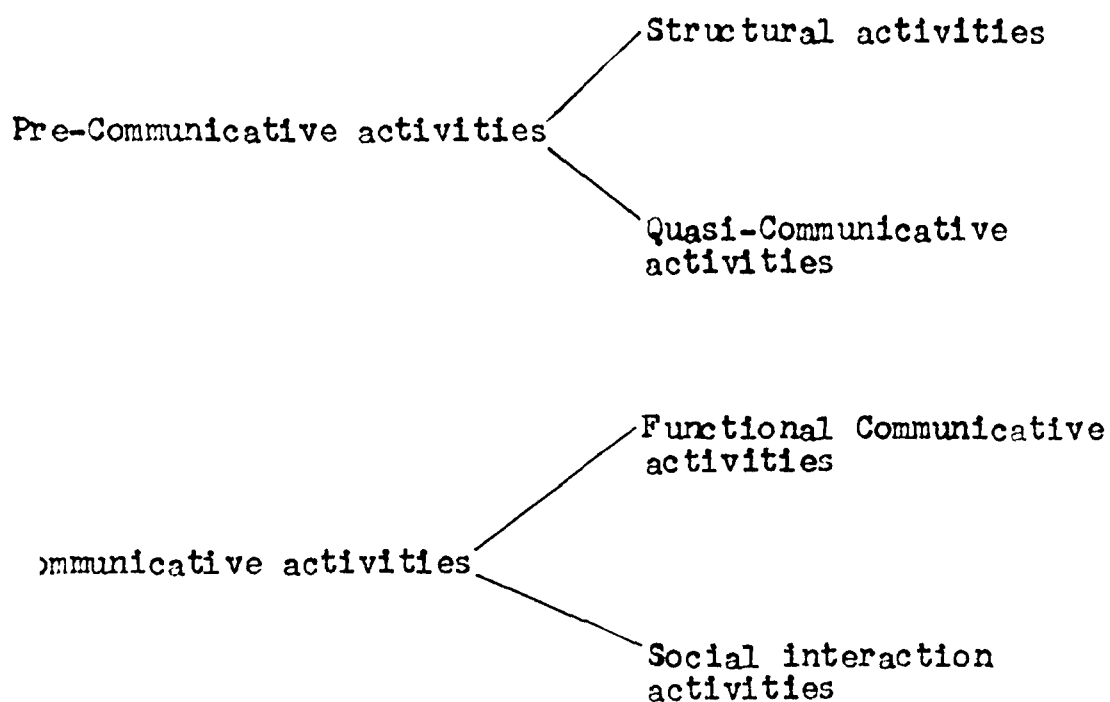
This could be divided into two sub-categories (a) functional communicative activities (b) social interaction activities. Through functional activities the learner is placed in a situation where he must perform a task by communicating as best as he can. The success can be measured by the fact how effectively



the task is performed. In social interaction activities, on the other hand, the learner is placed in a situation where he is encouraged to consider the social context also in which communication takes place. This means producing speech which is socially appropriate to specific situations and relationship.

This methodological frame work can be represented diagrammatically as follows :

Diagram 5



Both the precommunicative and communicative activities represent only differences of emphasis and orientation rather than distinct division. The layout of the above diagram is intended to show the methodological relationship between different types of activities. Wherever precommunicative activities occur their essential function is a subordinate one because they serve to prepare the learner for Inter Communication. Both the activities are interrelated and the sequence could be reverse. For example the teacher may begin a teaching unit with a communicative activity such as a role-play based on situation. The subsequent precommunicative activities may be taken up later without any loss of effect.

In our everyday normal life and language we normally focus our attention on the meaning of what we say or hear rather than on its linguistic form. From this perspective we can define the goal of foreign language teaching in contextual terms - the contexts for language introduction can be provided by the teacher through invented stories, real life situation and simulated real-life situation. The teacher is to extend the range of communicative situation in which the learner can perform with focus on meaning.

Feed back : It is an important factor in determining the learner's attention on linguistic forms and meaning — the nature of the feed back they receive. It provides learners with knowledge of how successful their performance has been. If the purpose is to produce linguistic structures, successfully measured according to structural criteria, if the purpose is to convey meanings, success will be determined by communicative criteria. For example if the teacher consistently corrects the linguistic forms the learner should focus his attention on the production of correct linguistic forms. If the purpose is effective communication of meanings, the teacher must provide them with feed back about how successful communication has been.

### 3.9 The Comprehension approach :

Recent advances in theoretical linguistics, child language investigations and preliminary experimentation in foreign language instruction indicate the importance of comprehension in the acquisition of language. After reconsideration of listening and reading comprehension Harris Winitz is of the opinion

that comprehension should be the focal methodology in the acquisition of a foreign language. Students and teachers of language often insist that instruction in speaking and grammatical principles should play the fundamental role in learning to master a new language. The teaching of understanding or comprehension seems to be of secondary significance. 6

In the comprehension methodology the procedure of instruction is reversed. Instead of teaching sounds, vocabulary, grammatical structures as it is done in other methods, the focus of the instructor is on the understanding of the language first and through this the meaning and grammatical structures are taken up. Belasco suggests that emphasising listening comprehension and reading comprehension are not only reasonable goals but also are crucial to the communication process.<sup>7</sup>

Comprehension training does not mean that speaking is not permitted in the classroom. Speaking is not only allowed but encouraged. However a major difference between the comprehension approach and other methods is that comprehension is the central

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6. Winitz Harris Ed. The Comprehension Approach to Foreign Language Instruction London 1969 p. IX.
  7. Belasco Simon "Comprehension the Key to Second Language Acquisition" op. cit. p. 14.

objective of the language exercises and lessons. It is generally believed by those who advocate the comprehension approach that conversational speech will develop out of the need and desire to speak and after there is sufficient understanding of the language comprehension is an active and dynamic instructional system. One dynamic component of learning to comprehend is anticipation or prediction. In my experiments with exercises on reading or writing comprehension, as I call it, with the undergraduate students I am in favour of the efficacy of this method. My experiments discussed in Chapter V & VI on the use of video in the classroom for teaching comprehension proved that the instruction gained dynamic features and the anticipation or prediction of the students was quite active. Comprehension is closely related to production and both refer only to the activities or processes that are employed to increase language skills. In this regard comprehension and production can be classified as performance activities through which comprehension can be taught.

Anticipation unquestionably plays a heavy role in the comprehension of language. The process of

comprehension and production may be regarded as essentially the same for mature speakers. According to the theoretical premises production and comprehension are active processes and full knowledge of the linguistic structures of the language are employed in activating the system.

About the order of acquisition of these two performances namely production and comprehension Ingram traces the relationship between the two and holds that comprehension does precede production and could never be any other way. He says :

that comprehension ahead of production is a linguistic universal of acquisition and that the empirical issues involved here are not this claim but rather the nature of comprehension and production and the gap between them. 8

Belasco who is a strong supporter of comprehension methodology points out the shortcoming of the audiolingual method of foreign language instruction saying that this method provides students with a corpus of memorised sentences but there is no guarantee that meaningful production will follow. He comically noted that

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8. Ingram D. "The Relationship between Comprehension and Production In L.L. Lloyd, Edited Language Perspectives Baltimore 1974 p. 313.

it is true that students are capable of manipulating drills and memorising dialogue to a very high degree of proficiency. Yet despite the ease with which they perform in this area not many students can understand and speak the language outside the ordinary classroom situation. 9

Comprehension has been operationalized now as a foreign language teaching technique. The teaching of comprehension has not been totally ignored by the foreign language establishment but the relationship between comprehension and other language skills has not received due attention by foreign language teachers. The language experts have never emphasised that the bulk of language teaching should be restricted to comprehension training except James Asher.<sup>10</sup> Asher proved comprehension training to be a highly successful approach. One investigation dealt with adults who had significantly poorer aptitude in foreign language, as measured by Modern Language Aptitude Test. With only thirty two hours of comprehension training they were compared with college students who completed either one or two college semesters of German. The adults were markedly superior to the college students in

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9. Belasco Simon, op. cit. p. 483.

10. Asher J.J. "Learning a Second Language through commands: the Second Field Test. The Modern Language Journal No. 58 1974 pp. 24-32.

listening skills.

Another investigation employed the comprehension approach to teach Spanish to college students for three hours, one evening a week devoting a total of ninety hours instruction. After just forty-five hours of instruction the average performance of students in listening, reading, writing and speaking was equivalent to that of college students who had 200 hours of instruction. The results were surprising in view of the fact that no homework or study was required.

Often when other people hear about the application of comprehension method for the teaching of foreign language, they equate it with the "conversational" method. The conversational method means speaking in the classroom at the expense of grammatical exercises. But the comprehension approach and the conversational approach differ greatly. Comprehension training as a methodological approach does not provide a learner with a set of explicit rules. Rather the goal of comprehension training is to bring the student in the contact of wide range of language data systematically presented so as to facilitate the process



of understanding. The comprehension approach stresses primarily that there be contact with language data. From this contact, given the appropriate environmental circumstances it is believed that implicit understanding of the grammar will develop.

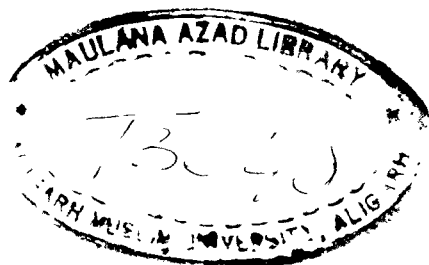
Since the communicative and the comprehension approaches are meaning-based in contextual situation, the modern inventions used in media technology are very great supporter of these new approaches to language learning and teaching. What else could give a better idea of the behaviour, social situations, everyday language spoken by the native speakers than the visuals provided by the use of TV, Video or Computers in the classroom. Media technology can contribute towards meeting the challenge of the new emphasis on developing communicative competence in the learners, more effectively. Real-life situations, and simulated-real-life situations provide excellent contexts for language introduction and this can be fully provided by media technology — a point which I will discuss in detail in the following chapter on integrating media elements into methodology.

## CHAPTER IV

Integration of Media Elements into Methodology  
for Teaching Language Skills.

- 4.1 I have discussed the different elements of media technology and the prevailing methods for teaching English as a foreign language separately in the preceding chapters. How educational technology can enter the domain of methodology with successful results; how it could be integrated as a powerful aid to achieve the objectives of each one of the current methods effectively, are some of the questions which I would like to answer in this chapter.
- 4.2 The situation for using media technology in advanced countries is fairly ideal because of the advanced level of educational development and developed systems. Any programme of education, any course for foreign language teaching designed by the experts can filter down to a majority of population through a network of media. But what about a large number of developing countries of the world — countries like India, Pakistan and Bangladesh etc. — which are concerned with educational development at a lower level? This is particularly relevant when we come to discuss the teaching of English because it is these countries which require English most urgently as part of their development programmes where English is taught through rote

learning methods by teachers who are neither efficient nor trained. Considering the economic resources of these countries, media technology apparently seems to be beyond their reach with a centralised and authoritarian system. Fears that machinery will take away the professions of teachers, fears that it will destroy their contact with students, suspicion as to its effectiveness — all these have reduced the scope of various applications of media. But, paradoxically, it is in the situation of low-level educational development that the conditions exist which educational technologists find ideal. But the role of technology has to be different. It can carry out functions unthinkable in developing countries. A teacher can do many fruitful activities with technology which he can not perform in his classroom in a stereotyped situation. Where there is no laboratory equipment, the media can do experiments for the teacher. If a text book and the method it advocates requires illustration, the media can use the same text book and the same method more meaningfully and effectively. Far more direct teaching is necessary for learning a foreign language and media can work wonders in such a situation in developing countries. The time has come to



give up the restrictive kind of thinking which asks such questions : what can television do? What can radio do? What can films do? What can programmed-learning do? This should be replaced by : what integrated system of teaching tools and learning experiences will most efficiently meet the learners' need? Educational technology will have to have its place as a total part of strategy. This integration is easy to achieve in such situations as we find in developing countries.

4.3           The elements of media have been described in detail in the second chapter which have a wide variety and range of tools. It is not within the scope of this dissertation to take up each one of the methods mentioned in the preceding chapter separately and apply their use to teaching English as a foreign language. Radio, radio-vision, language laboratories, television, video and computer are all powerful catalysts to motivate and stimulate learning of the four skills of language. I would therefore concentrate mainly on the application of television and video in order to prove how they can effectively lead to the achievement of objectives embodied in a particular method.

4.4           Let us, for example, select a group of students and teach them English through direct method. The emphasis in this method is on oral instruction through exchanges of questions and answers between the instructor and the pupil in the foreign language. Pantomime and gestures are important to draw attentive listening. The learner has to associate acts and objects with certain combination of sounds in order to reproduce the foreign words or phrases or have a clear idea of the objects described orally by the teacher. If we supply the visual element through television- video the achievement and the success of the method will be tremendously increased. It will also save time and energy of the teacher who verbally tries to associate the foreign words with objects of the experience of the learners. The techniques in the direct method focus on the pronunciation, intonation and speech. What else could give a better understanding of the para-linguistic features of the English Language than the television and video in the classroom? The phonological level of the listening skill is fully understood by the learners through television which operates through two modalities, sound and vision. The sound and the pictures complement

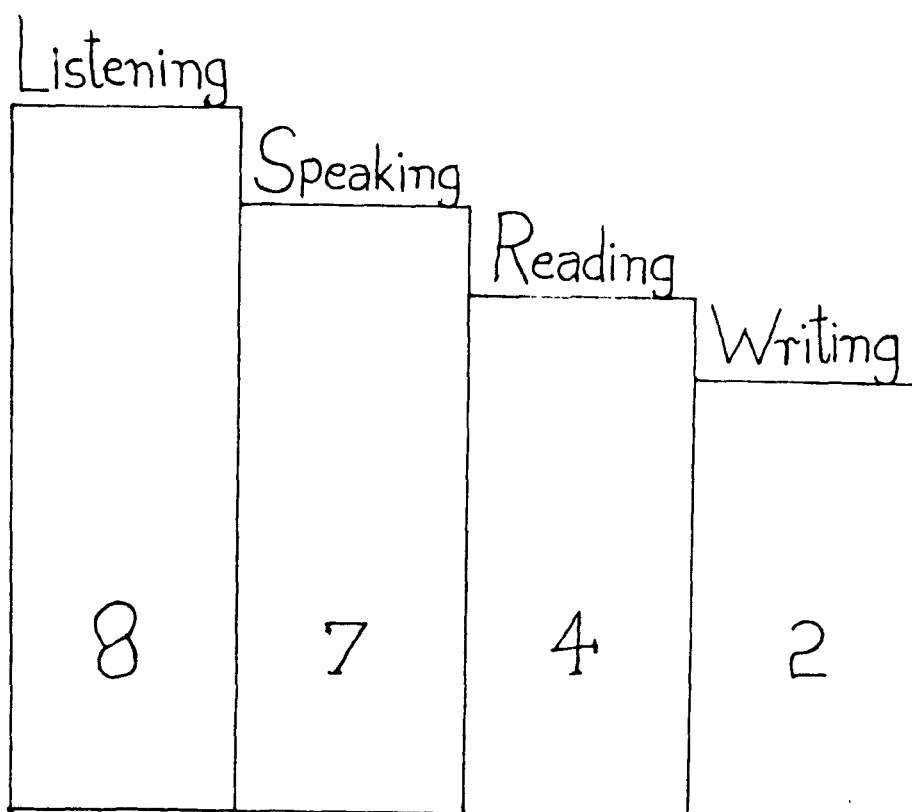
each other, that is, the media and the method. A variety of devices were used to teach intonation patterns for sentences like "Is he sitting down?" 'Are they running away?', 'Is she making a dress?' and so on. Super-imposed on the visual the particular tune can be diagrammatically presented as a moving line or a series of dots to give a graphic description of the intonation patterns of the above sentences. This brings in the reading skill which is effectively achieved through the pictures and written sentences on the screen. A number of exercises can be devised in listening skills through which the learner has to signify whether a sound-picture, a sound-word is correct or incorrect, true or false.

#### 4.5 Television/ Video and the listening Skills :

Teaching of listening skills implies four states — recognition, comprehension, memorization and active encoding. Television and video are important tools in teaching listening skills very effectively, whether we use direct or audio lingual method or communicative and comprehension approaches to language teaching. So far as listening skill is concerned, the rate of achievement

through television is very high as shown in the following diagram :

Diagram No. 6



How the listening skill could be achieved successfully with the help of video in the classroom? For listening practice a video sequence of two or three minutes' duration depending on the level of the learner is shown on the screen to the whole class or a group of



students. Activity involved will be active viwing and identifying or repeating or discussing through different strategies by showing the picture and sound and sometimes picture without sound. Having shown a short sequence the following exercises could be devised to test the competence of the learner.

(1) True/ false questions :

Having shown a short sequence from Unit 2 of 'Follow Through' we can devise a number of true/ false questions to test the listening skill

- (a) Billy has to wait for ten minutes
- (b) Billy has to wait for four minutes
- (c) Billy's bus no. is 44
- (d) Billy's bus no. is 58

The learner has to tick which of the statements are true.

(2) Multiple Choice Questions :

What are the strategies we employ in asking multiple choice questions ? The teacher has to be very specific about his aim and objective. He should keep in mind that he is testing only the listening

skill. In the same serial, Unit 4 of 'Follow Through' Billy describes the car thief. The learners hear the description and they should be asked to tick the accurate description through multiple choice question.

For example,

(a) The car thief is

1. very tall
2. quite tall
3. not very tall

(b) The car thief has

1. brown hair
2. blonde hair
3. dark hair

(c) Select words in grids :

(a) Tick the boxes to show how many times you hear the words

	1	2	3
Can you			
Can I			
Please			
Thank you			
Sorry			
No			

(b) Match the bubbles :

A video sequence from 'Bradwell on Sex in Essex' showing an interview between Vicar and Denis could be used for bubble matching to test the listening skill. The bubbles could be drawn up in the following manner.



- (4) Compilation of lists : For those who follow the direct method or the audio-lingual method a number of teaching units could be used for listening comprehension, for example, vocabulary list of function, list of grammatical items, lexical items or list of present continuous tenses.
- (5) Guess the personality game : Asking questions :  
Who is who ?
- (6) Who said what grid ?
- (7) Rearranging the text.

Unit 4 of 'Follow Me' could be used for testing listening skill by rearranging the following text

Where is the park ?

Can you help me please ?

Hello !

Yes,

Of course

In the exercise based on who said what a diagram can be drawn as follows (based on 'Follow Me' Unit 4).

	Girl	Policeman	Man	Woman
Can you help me please ?				
Where's the park ?				
On the left.				
Where's the post Office please ?				
On the right.				
Where's the police- station please ?				
It's there look straight ahead				

All the above exercises depend upon a clear explanation to the learner-viewer of what is required of him in the way of response. Practice has to be given with sufficient examples to enable him to complete each exercise, and one system of response has to be maintained. In developing listening skill covert response is all that is required whether it is recognition of sounds, grids, personality, structures, vocabulary etc. Whatever method the teacher follows the learners must appreciate the medium as a powerful extra aid for language teaching and learning. The learners must gain confidence and feel

they are not over-awed by the television or video. The idea of exploiting video material is to give the correct picture-structure relationship which is demonstrated in presentation and practice work.

#### 4.6 Advanced Listening Practice :

Some of the earlier devices could be upgraded and made a little more difficult in addition to the following types of exercises for developing and testing listening comprehension.

- (1) Key word and context questions for testing the semantic level of the listening skill. Comprehension should aim at extracting information from the heard material. Learners should be encouraged to understand not only what the speaker says but why he says it. Television excels in this kind of presentation.
- (2) Translation of words, idioms, phrases may add new dimension and some fun to language teaching.
- (3) Re-translation of words, idioms and phrases :  
They sometimes motivate the learners and they enjoy doing it. This device may suit the teacher who teaches through translation method which is now

regarded as obsolete.

- (4) Listening Grid : an example from the BBC cassette  
'Challenges' is given below for exploitation :

	FLAT I	FLAT II	FLAT III
Sharing with how many			
Rent per week			
Cooking facilities			
Towels, bed linens			
Sharing bills			
Space, noise, house water problems			

#### 4.7 Television/ Video and the speaking skills :

The consciousness of multiple integrated approach to foreign language teaching embodied in the audio - lingual method can be realised more effectively through video. This method aims at developing listening and speaking skills first as the foundation on which to

build the skill of reading and writing. Situation-based dialogues constructed around real-life situations can be far better assimilated by the learners through the visuals which save him from repetitive oral drills. The video presents the learners with a total situation. The picture carries the language used in a scene, as well as background noises which add to the situation. Vision allows the setting to be seen and understood and para-linguistic features in communication can be vividly seen. Thus learners can practise speaking in situations which are presented to them by the video which is a powerful support to gain the objectives of the audio-lingual method.

Foreign language learners are likely to rely more heavily on visual clues to support their comprehension. Few language course books deal with this feature of language teaching. Hence video is an obvious medium for helping students to interpret visual clues effectively. Jane Willis interprets the importance of visual elements in developing speaking skills :

Effective and systematic exploitation of well selected video sequence could help



to sensitise students to vital differences in non-vocal communication, as well as serve as a stimulus for free discussion in English. 1

The techniques used in audio-lingual method advocate active participation by all students. Video is a powerful means to achieve interaction among the learners. For greater effort and intensity, we have to exploit a wide selection of short video extracts to specially chosen/illustrate the variety of social settings and types of interaction needed to widen the students' socio-linguistic experience.

- 4.8 A number of strategies have been devised to explicit the video presentation for developing spoken skill in the learners. They are all rooted in contextual situations which give a visual experience to the learners to describe or narrate in their own words. Students learn a lot about how people live, how they interact in their own surroundings. Video could be used for expanding the learner's vocabulary range, and structures can be shown in realistic and authentic contexts. It is an excellent tool for presenting language and invaluable as trigger material for follow up activities, making great demands on the learners' interaction. It could

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1. Willis, Jane. 'The role of the visual element in spoken discourse' in Video Application in English Language Teaching Ed. Brumfit, C.J., Oxford 1983 p. 36.

also be linked with other media, for example, computer which can overcome some of the limitations of video. The key to using video in language teaching is activity which is achieved through familiar teaching techniques very common in different current methods for teaching English as a foreign language. The following strategies concentrate on teaching spoken skill and any one of them could be freely adopted to teaching.

(a) Repetition with and without Captions :

After showing a video sequence aimed at teaching a phrase or a short conversation we can repeat them on the screen with captions. We can also repeat them without captions. The teacher intervenes at this point and asks the learner to supply the caption.

(b) Predicting Speech :

A situation is shown on the screen and the sound is switched off. The learners are asked to predict the dialogue and the situation. Showing the sequence with a short pause, the students may be asked to guess what is going to be said or what is going to happen. Questions are put by the teacher to individuals or groups who

enjoy doing it while watching a programme. This gives an opportunity to the learner to talk and discuss between themselves. Thus a frame work for sharpening spoken ability is provided by the teacher.

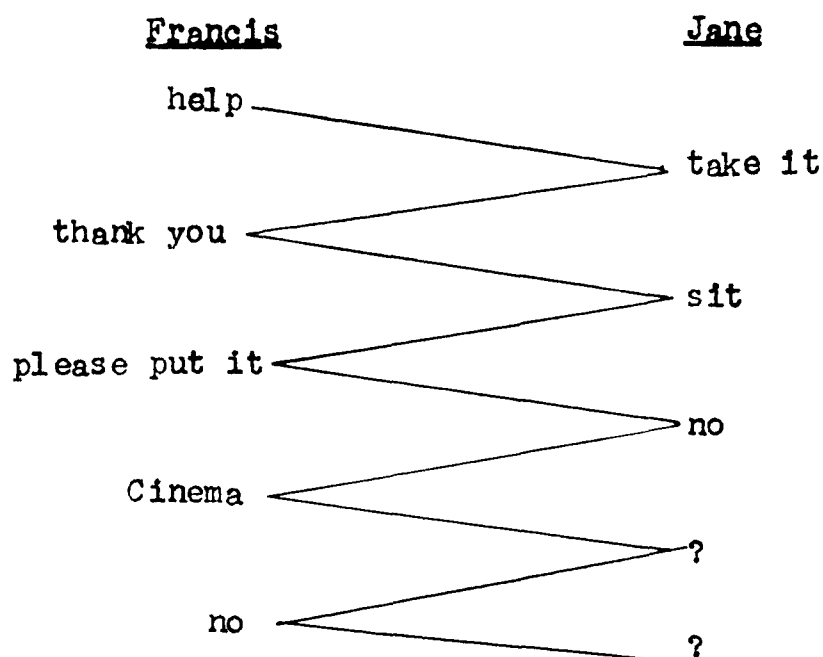
(c) Pupil - Originated question work : this gives a chance to the learner to ask questions to the teacher or to other pupils in a group.

(d) Synonym work : the learners are asked to give synonyms of words or dialogues to test whether they have learnt the art of manipulating the language by substituting synonymous words or phrases.

(e) Retrospective questioning by teacher and learner both : after a short sequence or programme is shown, the video can give limitless visual resource. The teacher can ask a number of questions about the culture of the country and about the behaviour of people in specific situations. It can lead to questions on vocabulary development and structure practice because we see a wide range of objects and hear a number of structures in a short time. The learners may also ask questions about what they see. They should be given some freedom to question the teacher.

(f) Mime Cues : it's a good exercise which facilitates the learner to say and speak. The teachers have to ask questions on different actions, gestures and facial expressions which the learner sees on the moving screen without sound. The BBC Cassette 'Speak Easy' depicts a number of silent actions on the part of the characters providing ample opportunities to the learner to say what they see and thus develop their speaking skill individually or collectively:

(g) Reconstitute dialogue with O.H.P. : having seen the visual the learner should be asked to reconstruct a particular dialogue in a particular situation with the help of clue words given by the teacher on the overhead-projector. He has to recall what he has seen and heard in the following manner. A dialogue between two persons, Francis and Jane, heard on the screen could be represented on OHP as follows



Advanced Speaking Practice : some of the earlier devices for speaking practice can be suitably upgraded for learners at advanced level. Here are some of the examples.

- (1) use of key words or phrase
- (2) role play
- (3) pair work based on scripted dialogue
- (4) commentary work without hearing the original sound
- (5) commentary work based on the original sound
- (6) retelling the story
- (7) working with CCTV Cameras — a situation in the studio which gives a chance to the learners for exchange of thoughts and ideas about their own programme to be recorded. During the discussion thousands of words are generated in speech.

#### 4.9 Video and the Communicative Approach to Language

Learning : There can not be a more powerful support than video in following and complementing the communicative theory in language teaching which aims to provide learners with a fluent command of a linguistic system without using it for communicative purposes in the first stage. The structural facts can be better learnt with a video. Recognition of

structures in speech is made easier when the learners see and hear them in situations. For example, a heard structure 'he has been pushed into the water' could also be pictured together with pictures illustrating, 'he will be pushed', 'he is being pushed', 'he pushed some one'. This structure --picture relationship shown on the video is a good example of presentation or practice work. Simple present tense, present continuous tense and past perfect tense can be illustrated through video effectively. In the second stage of communicative theory the total skill of communication in different types of communicative situations is practised. The learner is put in a situation where he must perform a task by communicating functional as well as social interaction activities. Both activities are interrelated and the teacher may begin a teaching unit with a communicative activity such as a role play. The context for language introduction is best provided by the teacher through the video showing a real life situation and simulated real life situation, the focus being on the linguistic form and the communicative activities.

#### 4.10 Television/ Video and the Writing Skill :

Almost all the methods except the direct method discussed in chapter III focus on the teaching and writing skills after having built the foundation on listening and speaking skills. Of all the four language skills, writing is by far the most difficult not only for native speakers but also for foreign language learners. Video can be a great help in developing this skill. A simple story might be presented on television or a short video sequence which the learner can reproduce in written words through the power of the visual. A video or a television embodies a large number of elements which will assist the viewer to practise sound - symbol relationships in writing.

Here are some of the devices to develop written skills with a video.

- (1) Questions with jumbled answers and clue letters :  
after showing a short sequence the teacher asks questions on the scenes or characters and gives the answers in jumbled words or some clue letters. The learners are asked to write the correct answers with the help of the clues provided.

- (2) Cross words and word games, as it has been seen, are very exciting and motivating. The learners do it with great interest. It can be done in the following manner, by giving only the initial letter of the words they have heard. The learners are asked then to fill up the gap.

CLUES

T							— Carries men and goods
R							— joins the cities
A							— plane lands there
I							— people live in
N							— knitted

- (3) Short dictation :

Dictation is another technique which can be successfully used after showing a short video sequence. Students are asked to write down words spoken from the screen. Sentences can be dictated in sense groups and the students are asked to



punctuate them. When we link dictation with television it gives sufficient motivation. In two minutes the television will give 240 words. We play through once and second time. We then ask the students and give them time to write what they have seen and heard on screen.

- (4) Guided composition or completion of a script (with or without clues) :

A short video sequence from 'Follow Through' can be a useful exercise for writing controlled composition. In Unit 4 of 'Follow Through' Billy describes the car thief and acts as a successful detective. He dreams of winning a police award. After his success he imagines and writes an official speech but has dropped it into a puddle. The learners should be asked to write out the complete text.

#### Metropolitan Police Citation

Billy Barkes you ha [REDACTED]  
Europe's most [REDACTED]  
car thieves. Afte [REDACTED] through the  
[REDACTED], you cornered this  
ruthless villain and brought him to  
single-handed. On [REDACTED]  
Metropolitan [REDACTED]

you with this medal ... and invite you to

with the rank of Det

Alternatively the same serial can be used for retelling the story of the car thief. The learners are asked to write with the help of the following clues :

A . . . went into the office

B . . . drove away

C . . . stopped

D . . . was struggling with the car door

E . . . came round the corner

F . . . opened the door

G . . . was trying to open it

H . . . watched what was happening

I . . . shrugged

J . . . got in

The content of the writing exercises should, as far as is possible tend,towards the functional requirements of the students. Writing should be restricted to facts and descriptions for the foreign language learners.

(5) Creating a parallel script :

This could be a real exercise for giving practice in

written skill. After showing a three or four minutes video sequence, for example, from Brighton 'Tele Magazine' on the life of the painter Daisy Smith, the students are divided in pairs to prepare their own script from what they have seen and heard on the screen. This will give them practice in factual writing when they create a parallel script.

- (6) Linked activities based on the short sequence shown to the learners — this can be in the form of letter writings, telegrams, reports etc. For example in Unit 4 of the BBC Cassette 'Bid for Power' the learners can be given the role of James Clarke and asked to write a polite letter to the NDA to remind them that they had not paid their last invoice or as Christine Walker, they may be asked to write a report on her visit to Tanaku.

- (7) Proof making (underline the difference/relation):

The learners are shown a short sequence and asked to write about what they have been seen and heard after making changes in the original information or writing something different but related to the sequence.

Advanced Written Work :

(1) Translation of sections or key sentences -

Translation is a dull, boring and artificial task but if connected with real-life situations shown on the screen it will be more effective and give bonus.

(2) Retranslation of sections : We can ask the learners to translate a small section or some key sentences in their own mother tongue.

(3) Note taking — Advanced learners may be asked to take notes on facts or information they have gathered from the screen. After they have prepared their notes, we should give marks for different item in order to create the interest of the learners for three things, (a) mark for information (b) for grammar and syntax (c) for actual presentation. If we do this they will listen carefully and make the points.

(4) Summaries —

(5) Reports

Written work is vitally important. The learner can be motivated with a short video sequence to develop their listening spoken and writing skills. Writing requires much more thought and consideration than the other language skills. It needs sufficient practice on the part of the learners to write down exactly what they want to say without spending time on it. The video can provide demonstration; it can show the contexts in which many writing activities take place; it can provide the stimulus for writing activity. Television has proved its usefulness in teaching writing at the very early stage and at the advanced stage.

#### 4.11 Use of Television/ Video for developing reading skill :

As television has little to offer in this regard which other elements in the teaching system can not provide more effectively. I have ranked this skill in the hierarchy of learning as the last one. Nevertheless television can be a support to the presentation of the reading system provided the letters or the words may be printed on captions. Perhaps the majority of recent reading courses have been based upon the 'whole word' method, preferring to encourage the learner — reader to recognize the shape of the total words. Techniques

have to emphasise a consistence recognition of word shape, though a symbol-sound connection provided by the television can often be of use to trigger the learner's memory.

Real objects in a studio may have name cards, written words to be related to the objects they represent. Written names may be super-imposed upon pictures, or written form of verbs might be super-imposed upon a film in which the action is frozen for a few seconds. At the level of words or group of words, recognition training can be assisted by the use of a tachistoscope whose function can be simulated in a television camera. For more advanced students it may be useful to incorporate special practice in the recognition of different type phases. Stylised lettering, such as is used in advertisement, shop sign, packaged goods, and so on can all be integrated into a television programme. The recognition of written structure is facilitated with the help of television. Certain structures are taught as contractions for example 'he's'; 'doesn't'; 'aren't' etc. It will be useful if the learners are given the full forms in

captions on the screen and then the contractions are given as we find in the first two units of the BBC cassette 'Follow Me'. Having seen the structures contracting and expanding on the screen the learner will have a clear idea of how to read them in print. This is an important element in efficient reading that the reader should have the ability to recognise structure rather than single words.

A television reading course has to make provision for student response, to test whether the structures taught have been understood and will be consistently recognised. The most efficient method of achieving this is to provide question sheets in ancilliary material sent out to viewing students. Reading material containing the questions can then be presented on the screen and the viewer can be asked to check his answers on the sheets sent to him.

A television reading course can not provide the quality to reading material which is necessary to train the learner to read. It can however satisfactorily demonstrate the variety of written English and provide introductory material. Television can present the

paralinguistic context of each type of written material to the advantage of the reader who wishes to develop the reading skill. Perhaps the computers may render greater service to the development of reading skill than television, as it is claimed, but I don't have any experience of trying it with the students.



## C H A P T E R   V

Planning and Integration of Video Material  
Into the Lesson with Special Reference to  
Teaching Written Comprehension.

In the previous chapter I have discussed generally how video can support different methods of teaching English as a foreign language. In this chapter I am going to show some of the techniques of planning a video lesson into our teaching as a whole. I will also examine when and how we could introduce it into the syllabus and into the lesson, the focus being on reading comprehension which I call written comprehension as opposed to oral comprehension.

- 5.1 Margaret Allan has given a number of video lesson plans in her book,<sup>1</sup> about as many as sixteen but I will concentrate only on three important lesson plans which are commonly followed.

Video Plan 1 : Viewing straight through

Stage One : Before Viewing

1. Introduce the topic and key vocabulary
2. Set one or two very general questions designed to elicit the main content point in the programme. Try to include atleast one question which focuses on information that is presented visually so that every one has a chance of producing an answer.

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1. Allan Margaret, Teaching English With Video Longman 1985 pp. 48-51.

### Stage Two : Play the programme

It is not a good idea to ask the students to make notes or complete a work sheet while they view because they will miss some of the visual information.

### Stage Three : Follow-up

Discussion of the programme to continue in the classroom. It is suitable for teaching written comprehension.

## 5.2 Video Plan 2 : Viewing in Section

Deals with breaking-up a programme into sections. A programme can be broken up into sections and the learners can be guided through it — one section at a time.

Within a long programme it is easy to find a short sequence which contains exactly what the teacher wants for a particular lesson. The control which one has over the video text gives the teacher the flexibility to use it in the way that best suits a particular purpose at any particular time.

Vidéo Plan 2 comprises the following techniques shown below in stages :

1. Set pre-viewing questions for Section One.
2. Play Section One with picture and Sound with pauses

if necessary.

3. Discuss answers for Section one question. Set pre-viewing questions for Section Two.
4. Play Section Two with pauses if necessary.
5. Discuss answers for Section Two questions. Set pre-viewing questions for Section Three. And so on to final stage : repeat the whole programme without pauses.

Different Sections can be treated in different ways for teaching listening comprehension or grammatical structures or word-object relationship. Frozen pictures could be shown by pauses in order to teach paralinguistic features. A variety of techniques could be used to make the programme effective and interesting. If a programme is done in sections the teacher should try to finish all the sections and finally play the whole programme through. This technique of the final extended viewing will help consolidate the comprehension work that has gone before in different sections.

### 5.3 Video Plan 3 : Silent Viewing

Silent viewing is part of the video lesson. It is a technique which may be used during the operation of Video plans 1 and 2. When learners watch video programmes

in the target language they are exercising their listening and comprehension skills. With video they have all the additional clues the visual gives them while they watch and listen. The value to the learners of silent viewing is that it lets them concentrate on one element at a time. The first viewing of a sequence can be done without sound so that the learner has to think about the place, the people and the situation before having to cope with what they are saying. Questions regarding guessing, prediction etc. could be asked at this stage. Silent viewing generates a genuine desire to communicate within the group. The students seek to interpret what they see; they form hypotheses about the people, their manners and ways of life on the screen. Even if the students have very little command of the spoken language they will have their own ideas and they will try their best to stretch their powers of communicating to the utmost.

This brings us on to thinking how we can integrate video into our lessons. The rest of the chapter deals with how we might do this using examples from a range of video materials.

#### 5.4 Exploitation of Video Materials

The selection of video materials designed to

highlight language items is quite important. Video is useful for language practice of a range of skills given below

a. Use of visual prompts -

Some video work books for students feature still pictures taken from the video sequence. They are sometimes used for previewing activity, or they can be used as recall devices for language study and practice.

b. Role play -

This activity is suggested in several sets of video material and at different stages in the video based lesson. Role play can be introduced after silent viewing and before students listen to the dialogue. The teacher can also move away from the situation portrayed on the screen to other similar situations.

c. Video drills -

Class room techniques to off air material can be used in a number of ways for video drills as we have in the BBC Cassettes 'Follow Me' and 'Follow Through'. They can also be exploited for collecting information, debating topic and producing a commentary.

#### d. Comprehension exercises -

I think oral and written comprehension can be best taught through video. The techniques for developing and checking comprehension with audio or print are equally valid for video. The examples of these exercises may include multiple choice and true/false questions, gap filling tasks, reordering jumbled sentences, filling in information on work sheets. All of them treat the video sequence simply as another form of text and are familiar exercise types. All seems fairly well with video. Its use is gradually growing and video has an important role on certain types of course, fulfils a range of functions and develops some useful skills. The potential of video is far from being realised and it is capable of more functions in terms of language skills to be developed in the learners. Francis MacKnight gives a very useful table for exploitation of video material within the lesson. I have enumerated only a few techniques above but MacKnight's table<sup>2</sup> is very comprehensive and covers almost all the possible techniques with which we can use video material in a variety of ways. The table is given on the following page.

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2. MacKnight, Francis, "Video and English Language Teaching in Britain" in Video Application In English Language Teaching ELT Documents : 114 Pergamon Press Oxford 1983 p. 9.

# TABLE III

## Exploitation of Video Material Within the lesson

Stage	Activity
Introduction	Oral indication of main theme
	Introduction of difficult lexis and structures
	Oral summary of content
	Written summary of content
	Other :
	Prediscussion of topic
	Enacting of related simulation/role play and checking of hypotheses against video version
	Pre-teaching of language functions to be seen
	Setting of pointer questions to focus attention on important points
	Specification of target task on completion of viewing process
Parallel with watching video	Orientation by watching slide extracts from video material to be seen
	Fill in a worksheet
	Take formal notes i.e. basis of summary, guide to composition, stimulus to free creative writing
	Draw/complete a diagram
	Discussion
	Written exercise e.g. precis/summary, cloze type exercises, worksheet completion, reports and criticisms, reviews, guided composition, free writing
	Role play
	Reading related text
	Dialogue practice
	Structure practice
Follow-up	Other :
	Oral summary
	Comprehension check through question and answer process
	Improvisation and dramatization of a related theme
	Presentation of related technical material
	Making a film on similar theme



### 5.5 Use of authentic Video materials for Language learning:

In my opinion the materials should be authentic in that they were originally intended for native speakers. I mean the students should be made familiar with the authentic speech of the speakers whose language they are learning. This gives a satisfaction to the students of being able to understand authentic speech and of being able to talk about them in English with a good deal of motivation. The authentic material may appear difficult for the students and thus present a degree of challenge to them. There will be some words that the students will not understand when they first hear the text. This does not matter as long as they can follow the text and do the viewing tasks. The meaning of many words will become apparent to them as they watch the extract again and work through the exercises in the class. It was with this view that I have chosen the texts of my written comprehension from authentic speech<sup>1</sup>. The details of the texts are given below in units besides those authentic materials which I have used during video lessons for exposing my students to video lessons — some of them of course came into contact with authentic material for the first time.

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1. See Appendix .1....

Selection of Units for Teaching Written Comprehension :

I have chosen four units given below from the authentic video material which I have used for my experiments (See Chapter VII ). These units form the basis of my main teaching programme and do not include those units for example "Walk Tall" from Television English, "Sherlock Holmes" from English by Video and the film Sound of Music, which were shown to familiarise and expose the students to video material and authentic language

CHART

Units	Titles	Sources	Pages	Viewing Time
Unit 1	Seal Launch	Telemagazine		5 minutes
Unit 2	Solar Energy Car	Telemagazine		6 minutes
Unit 3	Cross Channel Bomb Threat	Telemagazine		7 minutes
Unit 4	Bournemouth Belle	Telemagazine		8 minutes

The above texts were taught to students by applying video plan 1 mentioned earlier. The same texts were also used for teaching written comprehension through traditional method for a comparative and statistical analysis of results of both the methods which I have discussed in chapter VII. The serials contained in the four units were shown straight through and the procedures discussed in video plan 1 were followed with some modifications.

I introduced the topics showing the serials on the screen and explained the title and key vocabulary. A few general questions were asked whether the students had any similar experience in their lives. I divided the units in different sections according to their contents, depending on the length of the serials. The divisions ranged from three to five sections. After discussing one section orally with the students they were given a chance to view that part of the programme which was orally discussed with them. The whole programme was not shown at a time to keep their interests alive. The same technique was followed with the remaining sections to the final stage. The whole programme was then repeated without pauses. They were asked to

read the scripts and were given a chance for second and third viewing. Group consultations for the comprehension of vocabulary and points of information contained in the passage automatically followed which led to the generation of hundreds of words in communication. The texts of all the units are followed by comprehension exercises of different kinds which the students were asked to answer on the same sheet. The exercises were designed with the following objectives in mind.

1. A number of words from the texts were given to decode their meanings and word-object relationship. The second exercise was based on jumbled words and meanings. The third exercise was designed to test whether they could comprehend short utterances and phrases with the help of the visuals. The fourth exercise in each unit was based on short comprehension questions which were framed to test the comprehension of student with regard to :

- (a) eliciting information
- (b) finding inferences and equivalences
- (c) Showing critical opinion and judgement.

The whole teaching programme lasted for one hour.

As mentioned earlier all the four units for teaching written comprehension were taken up in the class with video. The same texts and exercises for written comprehension were taught by the conventional method which was different from the video-aided method only in the sense that the visuals were missing. The idea was to formulate the observations and statistical analysis and prove that the impact of the visual upon the students for comprehension<sup>was</sup>/far greater than the traditional method in the classroom. The comparison and contrastive statistical analysis is the subject of my next chapter.

## C H A P T E R VI

### Towards the Experiment : Preparations and Procedures

6.1 Having outlined the techniques of Video plan No. 1 and its application to the teaching of written comprehension my next job was the selection and sampling of students on whom the two methods namely the video and the traditional were experimented.

Selection of students :

A group of forty students was selected at random from class XI for testing their comprehension skill. The group was not homogenous and comprised students coming from regional and English medium schools. An information data sheet<sup>1</sup> containing various sorts of personal information was completed by them. This furnished substantial information about their rural and urban background, standard of income and education of the family determining their social status in the society. It also provided information whether they read newspapers and magazines in English and watched TV programmes in English broadcast by Doordarshan Delhi. The information sheet also gave me ideas how much spoken English they used at home or in the college with friends.

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1. See appendix II

The students were divided into four groups — each group having ten students. For the sake of convenience the groups were marked as ABCD. These groups were further divided into  $A^1 A^2$ ,  $B^1 B^2$ ,  $C^1 C^2$ ,  $D^1 D^2$ . The alphabets with the notation 1 form the experimental groups which were taught with video. The alphabets with notation 2 represent the traditional group because they were taught through traditional method without using video. In other words each group  $A^1 A^2$ ,  $B^1 B^2$ ,  $C^1 C^2$  or  $D^1 D^2$  was exposed to both the methods to test the hypothesis that video teaching is more effective than teaching through traditional-lecture method.

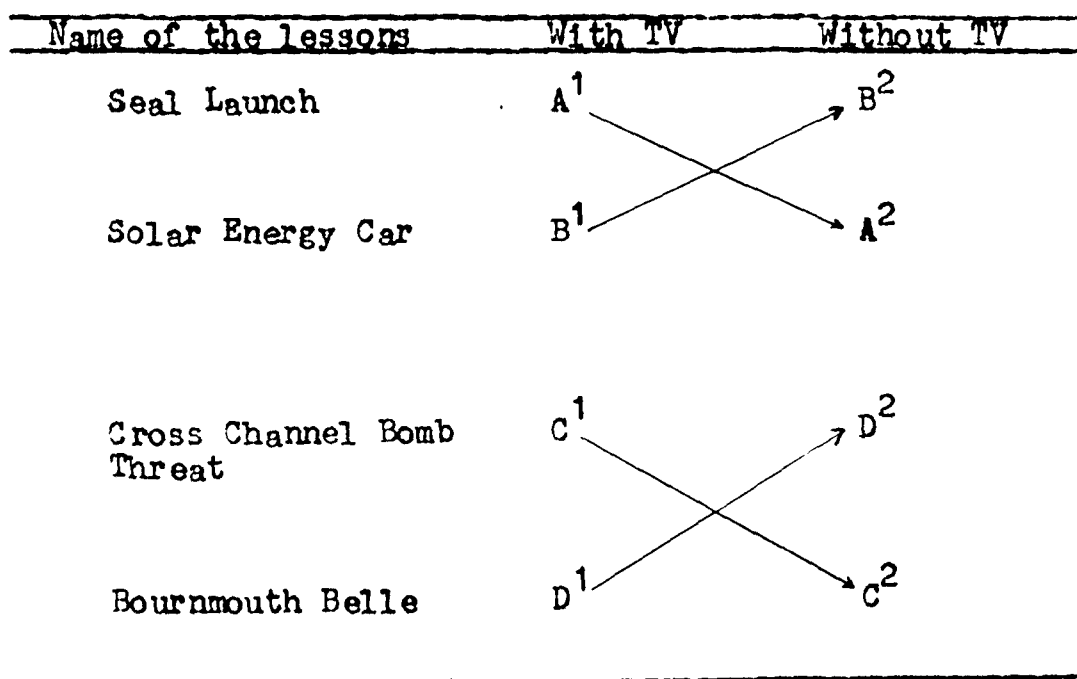
## 6.2 Selection of Software material :

I was confronted with some problems for acquiring video material as many teachers using video in the classroom are faced with. It is not difficult to acquire the hardware but it is extremely difficult, specially in India to have access to the software teaching material because of copyright restrictions, lack of video monitored teaching and video libraries. The BBC Cassettes, Television English, Visitoron, Video English etc. are frightfully expensive beyond the



means of many institutions in India. Fortunately I had a personal collection of Telemagazines produced by Brighton Language Centre for instruction through video and television and portion of some BBC video cassettes for teaching English as a foreign language. All the four lessons which I selected for teaching written comprehension were from Brighton Telemagazines. The following diagram shows which lessons were taught to which groups.

Diagram 7



As the above diagram shows "Seal Launch" was viewed by group A<sup>1</sup> on the TV Screen. The same group A<sup>2</sup>

was taught "Solar Energy Car" by traditional method without TV. The second group B<sup>1</sup> was taught "Solar Energy Car" by Video and the same group B<sup>2</sup> was taught "Seal Launch" without TV. Similarly group C<sup>1</sup> and D<sup>1</sup> were taught "Cross Channel Bomb Threat" and "Bournemouth Belle" respectively. Groups C<sup>2</sup> and D<sup>2</sup> were taught "Cross Channel Bomb Threat" and "Bournemouth Belle" respectively without TV.

6.3        The video texts of the units were transcribed lessonwise on four different sheets and both the groups were given the scripts in the class. The procedure has already been discussed in the previous chapter. All the scripts contained exercises on the texts which were completed by the students at the end of lessons with video and without video. This procedure brings us to the point of measuring the significance of the two methods by counting and comparing the scores of each — TV and traditional group — which I have proved statistically in the next chapter.

#### 6.4 Observers' Opinion :

To find some more evidence in support of the application of educational technology for EFL and to

measure its impact on the learners I selected some observers from BA Final to make an assessment of the teaching programme by video. A questionnaire<sup>2</sup> was distributed to them and they were asked to complete after the lesson. The questionnaire had four scales (a) strongly agree (b) agree (c) uncertain (d) disagree. After analysing their reactions on the sheet almost all of them liked this method of learning and found the material very interesting. All of them strongly disagreed that the programme was boring and superior to regular classroom instruction. They felt they could learn the language better through video material rather than by studying the text book. Their estimate regarding the comprehension of the video text ranged from 60 % to 80% <sup>there</sup> but/were few who could comprehend the lesson more than 80 %. Only one observer made a comment on the authentic material saying that he could not follow the native accent easily although the comprehension of the passage was quite good. He suggested that Indian English should be used in video texts. This is a controvertial point and I do not think Indian English will serve the purpose. I have accepted earlier the initial difficulties of these learners who come into

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## 2. Appendix III.

contact with the language of the native speaker for the first time. But this problem disappears after the students view the authentic material on the Screen again and again.

#### 6.5 Students' response :

This concerns those students who acted as guineapigs for my experiment. No questionnaire was given to them to find out their reactions to the programme but at the end of each of the four lessons I asked for there opinion orally. I was surprised to know that many students preferred to have video lessons for their regular classroom instructions. Some of them were over-enthusiastic and were reluctant to be taught by the traditional lecture room method.

There was one interesting point to note in the beginning of the video lessons that all the students, when the programme was announced, thought that TV and Video were going to be used for fun and entertainment. I don't blame them because this is a general attitude of majority of the people in India who consider TV and video as a source of entertainment. Here the students

were thrilled to find out that the myth about TV and Video was false and that they could also be exploited profitably for teaching a foreign language or any other subject.

#### 6.6 Teacher's response :

A teacher is the best person in the classroom besides students to measure the fluxes and reflexes of the learners to a teaching programme. As far as I could see it was an exciting experience for them to see the video and TV in the classroom. Teachers of English talk about lack of motivation in the class for learning the English language but I found the students strongly motivated the like of which I had never seen in my experience in any traditional lecture-method teaching. TV and Video are powerful aids not only for motivation but also for effective teaching and learning of a foreign language.

It would not be out of place if I record here some of my problems with the teaching of the video text through traditional lecture-method. The greatest difficulty was to explain the word-object-relationship

with reference to meaning. For example, Unit 1 "Seal Launch" : it was painstaking without any result to explain 'a canoe', 'dare devil way', 'paddles'. Although I drew diagrams of these things on the black-board but the students could not comprehend properly. In the same text a question was given — how did they go into the water ? The students could not answer inspite of several readings of the text. But these words, phrases and questions did not pose any problem in the experimental method because they could see the visuals of a canoe, a dare devil way etc.

While teaching Unit 2 "Solar Energy Car" they could not understand the meanings of pannels, wild-driving, storage-batteries etc. however I tried to explain in the classroom using actions, black board and other techniques.

Unit 3 on "Cross Channel Bomb Threat" there were a number of words like Cross Channel ferry, quayside, jumbo ferry etc. I could drive vaguely into their minds the idea associated with the above words. Not a single student was able to answer the question — what was meant by giving a flitting welcome to the

jumbo ferry. It was only when they saw the visual of a decorated baby elephant with a pretty girl sitting on it that they could clearly understand what was meant by a jumbo ferry; what was a jumbo ferry and how the welcome was fitting to the jumbo ferry?

Similarly in Unit 4 "Bournemouth Belle" a number of words, short utterances, phrases and questions were vaguely and sometimes incorrectly answered because they had no idea of a luxury train, of the customs and manners of the British people while going on an excursion. The visuals made their comprehension almost perfect because they could see the real life situation in the train and the romantic surroundings outside the train. What is a jazz band? is a question which many Indian students will not be able to appreciate unless they see the visuals. All these points discussed in this paragraph are related to social and cultural situations of the speakers whose language they are learning. It is the video in the classroom which supplies the contextual background for proper understanding which no amount of imaginative effort by the teacher and the students can provide in the classroom.

In all the four units there are a number of

situations which are expressed through gestures, moods and actions of the speakers. It is for teaching comprehension of these para-linguistic features that video is by far the best.

#### 6.7 Evaluation of answers in the sheets :

The statistical analysis in the next chapter will determine the significance and superiority of the two methods over each other but having seen the scores at first sight it was quite obvious that the marks gained by the experimental groups were higher than the traditional ones. The basis of evaluation of answers which I fixed was 50 % marks for comprehension and 50 % marks for production. The overall average percentage in different categories of exercises<sup>3</sup> was higher in the experimental groups as compared to the traditional ones.

#### 6.8 Retention test :

To determine the validity of my hypothesis I designed a retention test (Appendix IV and V) for all the students whom I divided in two groups A+B and C+D. Two kinds of exercises were given to the

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3. See Chapter VII & Appendix 1



students of the above two groups having two sets of questions (a) word object relationship, (b) comprehension questions. The idea of giving retention test was to find out which of the two methods of teaching were more effective and lasting in retaining the teaching points longer. The test was given two weeks after the completion of the video lessons. The two groups comprised students who were taught both by video and traditional methods. The overall performance of all the forty students in this test was evaluated and it was proved that those who learned through TV and Video had better grasp of comprehension of words, short phrases and different questions based on the text. This also proves that the impact of teaching with the help of visuals is far greater than teaching without it. A statistical analysis of the retention test is given in the next chapter.

## CHAPTER VII

### Comparison and Statistical Analysis of the Results Gained by the Experiment

7.1 Before I begin the statistical analysis of the results gained by Method I (Video method) and Method 2 (without video), it is important to define some of the terms used in statistics. Nearly all experimental research in education involves the drawing of inferences about a population from what is known of a sample taken to represent that population. Closely related to this is the equally important problem of how to select a sample or how to plan an experiment, so that it may yield the most dependable or precise information about the population involved, and that it will permit an objective and valid estimate of the degree of precision attained. Particular attention is given to the design of experiments, to sample theory and to the testing of statistical hypothesis.

7.2           Definition of some important terms used in this chapter : a population may be defined as any identifiable group of individuals or as any collection of comparable measures. A sample is any number of the members of a population that have been selected to represent that population. For example the population in this chapter represents all members of students of class XI divided in four sample groups. For purposes of the experiment

four groups of XI class pupils are selected and each group is taught by Method 1 and by Method 2. At the close of the experiment comparable measures of achievement are secured for all pupils. In interpreting the results the pupils who studied under Method 2 are considered as a sample from a population of XI class pupils. All of them were taught by this method. Similarly the pupils who have been taught by video by Method 1 in the experiment also represent the hypothetical population. A random Sample is one selected in such a fashion that every member of the population has an equal chance to be selected.

### 7.3 Testing statistical Hypothesis :

It is generally believed that the ultimate purpose in drawing a sample is to obtain an estimate of some characteristic of the population. We draw a sample in order to determine which hypothesis about the population obtainable in the light of what is learned in the sample. How tenable this hypothesis is or with what degree of confidence we may accept or reject it depends upon the relative frequency with which the obtained results of random samples taught by Method 1 and Method 2 would deviate from each other.

### Test of Significance : The Null Hypothesis

In many sampling studies the interest is in the single possibility that the parameter is zero. For example in my statistical analysis I have started with the presumption that both Method 1 and Method 2 are equally effective. Such a hypothesis that the parameter is zero is known as NULL hypothesis. If statistical result is such that the Null hypothesis may be rejected with confidence we say that the statistics is significant meaning that the hypothesis is rejected.

It is convenient to speak of levels of significance in statistics. When we say a statistic is significant at the '5% level', we mean that the observed deviation could be exceeded in less than 5% of similar samples if the Null hypothesis were true, or that we may be confident at the 5% level that the Null hypothesis is false. The levels of significance most frequently employed are the 5% and 1% level.

### Degree of Freedom :

The number of degrees of freedom in a table of frequencies is the number of these frequencies to which

we may assign arbitrary values and still satisfy the external requirements imposed on the table. The degree of freedom is the number of cells that may be filled at will.

### Analysis of Calculated Data

In the previous chapter while discussing the procedure of the experiment I have used the alphabets  $A^1 A^2, B^1 B^2, C^1 C^2, D^1 D^2$  to denote the samples for experimenting Method 1 and Method 2. But in the statistical analysis of the results of different samples, the alphabetical notations have changed. To test the overall performance of all the students, the four groups have been termed as AI AII AIII AIV and the level of significance has been worked out. Method 1 has been denoted as X(1) and Method 2 has been termed as Y (1) in all the statistical analysis of the scores of four groups. D(1) shows the standard deviation achieved after comparing the scores in both the methods.

### Statistical analysis of Sample AI :

In order to judge statistically whether the two methods, Method 1 and Method 2 of teaching are

1. equally effective, or
2. not equally effective

we have taken a random sample of ten students from the whole class and their teaching is done by Method 1 and by Method 2 and their scores are recorded as shown by the computer below.

Our Problem :

Whether the two methods 1 and 2 of teaching are equally effective or not equally effective. For this we set the NULL hypothesis ( $H_0$ ) that both the methods of teaching are equally effective, that is average difference of scores is not significant.

Statistical Analysis of Observed Data :

Sample AI

Students	:	1	2	3	4	. . .	10
Scores in Method 1	:	$X_1$	$X_2$	$X_3$	$X_4$	. . .	$X_{10}$
Scores in Method 2	:	$Y_1$	$Y_2$	$Y_3$	$Y_4$	. . .	$Y_{10}$

We set the NULL hypothesis  $H_0$  that there is no significant difference between the total scores obtained by the students in the two methods of teaching or the two

methods of teaching are equally effective.

Under  $H_0$  we calculate a statistic

$$|t| = \frac{\frac{\bar{d}}{s}}{\frac{1}{\sqrt{n}}}, \quad n = 10$$

$$\bar{d} = \frac{1}{n} \sum_{i=1}^n d_i, \quad d_i = X_i - Y_i \quad \text{difference in scores of the } i\text{-th Unit}$$

$$s^2 = \frac{1}{n-1} \sum_{i=1}^n (d_i - \bar{d})^2 = \frac{1}{n-1} \left[ \sum_{i=1}^n d_i^2 - \frac{(\sum_{i=1}^n d_i)^2}{n} \right]$$

$$s = \sqrt{s^2}$$

This  $t$  follows students „  $t$  - distribution with  $(n - 1)$  i.e. 9 degrees of freedom.

Let  $t_{T_1}$  = Value of tabulated  $t$  at 5% level of significance for 9 degrees of freedom

$t_{T_2}$  = Value of tabulated  $t$  at 1% level of significance for 9 degrees of freedom.

**Test :**

If  $|t| \geq$  (greater than or equal to)  $t_{T_1}$ , reject  $H_0$  at 5% level

If  $|t| \geq t_{T_2}$ , reject  $H_0$  at 1% level otherwise retain  $H_0$ .



### Conclusion

1. If hypothesis is rejected at 5% level, and  $d$  is +ive, we conclude that Method 1 is better than Method 2.
2. If hypothesis is rejected at 1% level, we conclude that Method 1 is far better than Method 2.
3. In case, when hypothesis is not rejected, we conclude that the two methods are equally effective.

The above formula is applied to all the samples for calculating the value of  $|t|$ .

TEST I : The scores of the samples AI, AII, AIII and AIV were recorded on the computer to test the over all performance of all the pupil's in the groups in written comprehension who were taught by Method 1 and 2. The scores of the sample, AI and AII are given below

A I X(I)	Y(I)	D(I)
32	19	13
28	25	3
24	19	5
37	30	7
35	34	1
28	18	10
40	35	5
31	10	21
38	16	22
33	25	8

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.  
 CALCULATED VALUE OF  $T = 4.181692$   
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

A		
II		
X(I)	Y(I)	D(I)
24	21	3
40	35	5
22	20	2
23	25	-2
42	40	2
41	31	10
23	18	5
38	37	1
29	25	4
37	37	0

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26

CALCULATED VALUE OF T = 2.874945

HYPOTHESIS IS ACCEPTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

The comparative and calculated table value of the performance of pupils at 1% level of significance and with 9 degrees of freedom = 3.25 and at 5% level of significance and with 9 degrees of freedom = 2.26. The calculated value of  $t = 4.181692$  which is greater than 1% and 5% levels of significance. Hence we conclude that Method 1 is far more effective than Method 2. Similarly in the case of sample AII given above the table value of scores at 1% level of significance and 9 degrees of freedom = 3.25. At 5% level of significance with 9 degrees of freedom = 2.26, the calculated value of  $t$  is = 2.974. Hence at 1% level the NULL hypothesis that both the methods of teaching are equally effective is accepted but at 5% level of significance the hypothesis is

rejected because the value of  $t$  is greater at 5% level of significance and proves that Method No. 1 is better.

Scores of Sample A III and A IV

A

III

X(I)	Y(I)	D(I)
21	15	6
31	26	5
25	18	7
17	14	3
20	17	3
29	17	12
39	30	9
40	23	17
15	15	0
33	25	8

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26

CALCULATED VALUE OF T = 4.518481

HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

A

IV

X(I)	Y(I)	D(I)
28	21	7
38	25	13
16	8	8
35	30	5
25	20	5
36	34	2
16	16	0
28	16	12
38	27	11
26	21	5

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26

CALCULATED VALUE OF T = 5.043576

HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

In both the samples the calculated table value at 1% and 5% levels of significance with 9 degrees of freedom = 3.25

and 2.26 respectively. The calculated value of  $t$  in samples A III and A IV = 4.518 and 5.04 respectively proving that Method No. 1 is far superior to Method No.2 and the Null Hypothesis is completely rejected in the case of both samples above.

TEST II : In this test my aim is to measure statistically the comprehension of all the 4 Samples of pupils with regard to word-object relation and meaning. They are represented in the computer data sheet as B I, B II, B III and B IV and Scores of B I and B II are recorded below :

B I X (I)	Y (I)	D (I)
9	6	3
8	7	1
8	7	1
9	8	1
9	8.5	.5
8	8	0
10	9	1
8	6.5	1.5
9	7	2
8	6	2

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.26  
 CALCULATED VALUE OF T = 4.800568  
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

B		
I1		
X(I)	Y(I)	D(I)
5.5	4	1.5
9	8	1
5.5	8	-2.5
9	9	0
10	9	1
10	9	1
7	7	0
9	9	0
8	6	2
8	9	-1

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26  
 CALCULATED VALUE OF T = .7205767  
 HYPOTHESIS IS ACCEPTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS ACCEPTED AT 5 % LEVEL OF SIGNIFICANCE

The statistical calculation of Sample B I proves that the value of  $t = 4.8005$  which is greater than both the table values at 1% and 5% levels of significance. Hence it establishes the superiority of Method 1.

About B II the analysis of Scores shows that the value of  $t = .72057$  which is less than both the table values at 1% and 5% levels of significance. Thus the Null hypothesis is accepted, i.e. both Method 1 and 2 are equally effective. It is noted that  $H_0$  is accepted in a few cases but in most of the cases it is rejected establishing the superiority of Method 1 over Method 2.

B III		
X(I)	Y(I)	D(I)
6	8	-2
6	4	2
5	4	1
6	6	0
8	4	4
7	4	3
8	5	3
9	8	1
2	4	-2
6	4	2

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.26

CALCULATED VALUE OF T = 1.856558

HYPOTHESIS IS ACCEPTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS ACCEPTED AT 5 % LEVEL OF SIGNIFICANCE

B IV		
X(I)	Y(I)	D(I)
6	5	1
9	7	2
8	2	6
7	6	1
7	3.5	3.5
8	8	0
5	5	0
5	6	-1
8	8	0
8	6	2

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.26

CALCULATED VALUE OF T = 2.224926

HYPOTHESIS IS ACCEPTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS ACCEPTED AT 5 % LEVEL OF SIGNIFICANCE

Statistical analysis of B III and B IV accepts the NULL hypothesis because the calculated value of  $t$  of sample B III is equal to 1.856 which is less than the table value at 1% and 5% levels of significance and with 9 degrees of freedom. In the same way the calculated value of  $t$  of sample B IV is 2.224 which is less than the table

values at 1% and 5% of levels of significance and with 9 degrees of freedom. Consequently the NULL hypothesis that both Method 1 and Method 2 are equally effective is retained by statistic.

Observations on Sample B II, BIII and B IV :

The reason for poor performance of these samples of pupils are not difficult to find because the selection of students in each of these groups was random and it was sheer chance that most of them hailed from regional medium schools. They were exposed to TV and Video for learning a language for the first time having no educational background of their families. For these pupils the two methods did not make any difference.

There is one thing more to point out that the performance of B II B III and B IV was better when they attempted TEST No. III on the comprehension on short utterances and phrases whose details are given below :

TEST III : It was my objective in this test to calculate the difference in scores of Method 1 and 2 with special reference to the comprehension of the meanings of short utterances and phrases. The same samples were selected

and were indicated by the alphabets CI, CII, CII and CIV.

C I		
X(I)	Y(I)	D(I)
7	2	5
3	5	-2
8	2.5	5.5
6	5	1
9	5.5	3.5
7	2	5
8	6.5	1.5
8	.5	7.5
7	2	5
8	6	2

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26  
 CALCULATED VALUE OF T = 3.871868  
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

C II		
X(I)	Y(I)	D(I)
8	6	2
8	8	0
2.5	3	-1.5
8	6	2
8	8	0
8	8	0
8	2	6
8	7	1
6	5	1
5	8	-3

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26  
 CALCULATED VALUE OF T = 1.163608  
 HYPOTHESIS IS ACCEPTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS ACCEPTED AT 5 % LEVEL OF SIGNIFICANCE

The statistical analysis of C I and C II shows  
 that the value of  $t$  in the case of sample C I = 3.871  
 which is greater than the table value at 1% and 5% levels



of significance and with 9 degrees of freedom proving that Method No. 1 is far better than Method No. 2. The result of C II is not encouraging as the calculated value of  $t = 1.163$  which is less than the table values at 1% and 5% of significance and with 9 degrees of freedom. In this case the  $H_0$  is accepted that is both the methods are equally effective.

C

III

X(I)	Y(I)	D(I)
7	5	2
6	5	1
6	5	1
5	1	4
4	4	0
6	4	2
9	4	5
9	5	4
4	7	-3
5	8	-3

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26  
 CALCULATED VALUE OF  $T = 1.494483$   
 HYPOTHESIS IS ACCEPTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS ACCEPTED AT 5 % LEVEL OF SIGNIFICANCE

C

IV

X(I)	Y(I)	D(I)
7	4	3
8	3	5
5	2	3
8	7	1
7	5	2
6	7	-1
6	2	4
6	2	4
8	6	2
7	5	2

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26  
 CALCULATED VALUE OF  $T = 4.607214$   
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

The statistical analysis of the scores of Sample C III shows the calculated value of  $t = 1.494$  which is less than the table values at 1% and 5% levels of significance and with 9 degrees of freedom.  $H_0$  is retained in this case but it is rejected in the case of Sample C IV because the calculated value of  $t = 4.607$  which is far greater than the table values at 1% and 5% levels of significance and with 9 degrees of freedom. The analysis proves that Method No. 1 is far better.

TEST IV : It was my aim in this test to measure the performance of the same four groups of students through questions which were meant for testing their comprehension whether they can elicit and produce information after reading or viewing the text. The samples in this test are denoted as DI, DII, DIII and DIV.

DI		
1		
X (1)	Y (1)	L (1)
5	1	4
7	3	4
3.5	2	1.5
9	6	3
7	2	5
4	3	1
9.5	6	3.5
5	0	5
7	1.5	5.5
5	3	1

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE WITH 9 DEGREES OF FREEDOM = 2.26  
 CALCULATED VALUE OF  $t = 7.021994$   
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

D1  
3

X(I)	Y(I)	D(I)
1	3	2
10	6	4
7	3	4
5	3	2
3	6	2
9	4	1
1	4	1
7	6	1
7	2	5
8	7	1

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.1  
 CALCULATED VALUE OF T = 5.217669  
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

As it is statistically obvious that the comprehension of all the samples taught by Method 1 was quite commendable and superior to the teaching by Method 2 to the same groups. The calculated value of  $t$  of sample DI = 7.021 which is far greater than the table values at 1% and 5% levels of significance and with 9 degrees of freedom. The  $H_0$  in DI DII is completely rejected.

D1  
3

X(I)	Y(I)	D(I)
2	1	1
6	4	2
7	5	2
2	0	2
2	1	1
6	4	2
9	5	4
6	2	4
3	2	1
7	5	2

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.1  
 CALCULATED VALUE OF T = 6.034305  
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

D1  
4

X (1)	Y (1)	h (1)
6	4	2
7	5	2
7	1	1
3	5	3
1	4	1
9	5	4
4	3	1
6	2	4
7	4	3
4	3	1

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26  
 CALCULATED VALUE OF T = 5.659455  
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

With the statistical analysis of the scores of D III and D IV given above we find that in both the cases the calculated value of  $t$  is far greater than the table values at 1% and 5% levels of significance and with 9 degrees of freedom. D III — calculated value of  $t$  = 6.034 and D IV — calculated value of  $t$  = 5.659.

TEST V : The questions on comprehension in this test were designed to test the comprehension ability of students with a particular point of view — whether they could provide inferences or equivalences from the text after being taught by Method 1 and 2. The same samples in this test are denoted by the computer as EI, EII,

E III, E IV. The scores of E I E II are given below.

E I		
X(I)	Y(I)	D(I)
8	5	3
7	5	2
5	2.5	2.5
7	5	2
8	7	1
3	3	0
8	5	3
3	1.5	1.5
7	1.5	5.5
6	8	-2

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.26

CALCULATED VALUE OF T = 2.944598

HYPOTHESIS IS ACCEPTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

E II		
X(I)	Y(I)	D(I)
3	2	1
5	5	0
6	2	4
3	2	1
8	8	0
8	4	4
4	2	2
6	7	-1
7	3	4
9	6	3

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.26

CALCULATED VALUE OF T = 3.037737

HYPOTHESIS IS ACCEPTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

The statistical analysis above shows that in the case of E I the calculated value of  $t = 2.944$  which is less than the table value at 1% level on which the  $H_0$  is retained but the value of  $t$  at 5% level is greater.

Hence the  $H_0$  is rejected. In the same way the analysis of E II proves that the  $H_0$  is accepted at 1% level of significance and rejected at 5% level of significance.

E  
III

X(I)	Y(I)	D(I)
5	0	5
8	6	2
6	3	3
5	4	1
4	3	1
5	3	2
8	7	1
8	3	5
6	0	6
8	6	2

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26  
 CALCULATED VALUE OF T = 4.72537  
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

E  
IV

X(I)	Y(I)	D(I)
6	3	3
7	3	4
0	1	-1
6	5	1
6	2.5	3.5
8	5	3
2	2	0
8	3	5
7	5	2
6	3	3

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.26  
 CALCULATED VALUE OF T = 4.002517  
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

The performance of sample E III and E IV as shown above for drawing inferences and equivalences

from the text was quite good. The calculated value of  $t$  in the case of sample E III = 4.725 and the calculated value of  $t$  in the case of E IV = 4.002 which is greater than the table values of both E III and E IV at 1% and 5% levels of significance. Hence the  $H_0$  is rejected in both the cases proving that Method No. 1 is superior.

TEST VI : This test was designed to examine the comprehension and production abilities of the same groups with regard to their critical opinion and judgment on the textual material. It was also my idea in administering this test whether they could relate the events mentioned in the text with some events in their real life experience. The Samples being the same are denoted F I, F II, F III and F IV on the computer. The scores of F I and F II are analysed below.

F I		
1		
X (I)	Y (I)	D (I)
4	3	1
6	7	4
3.5	1	2.5
9	3	6
8	5	3
6	2	4
8	5	3
7	1.5	5.5
7.5	4.5	3
7	1	6

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 3.25  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.2  
 CALCULATED VALUE OF  $T = 8.400112$   
 HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

F1

2

X(1)	Y(1)	D(1)
6.5	2	4.5
10	6	4
7	0	5
5	0	
10	7	3
8	4	4
2	0	2
11	5	6
6	2	2
9.5	4.5	5

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.262  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 1.833  
 CALCULATED VALUE OF T = 9.123948  
 HYPOTHESIS IS REJECTED AT 1% LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5% LEVEL OF SIGNIFICANCE

As appears from the above statistic the calculated values of  $t$  of sample F I and F II are equal to 8.400 and 9.123 respectively which is far greater than the table values at 1% and 5% levels of significance. Hence  $H_0$  in both cases is rejected establishing the superiority of Method No. 1.

F2

5

X(1)	Y(1)	D(1)
2	0	2
8	4	4
1	1	0
2	0	2
5.5	2.5	3
6	1	5
8	6	2
10.5	7.5	3
1.5	.5	1
7	3	4

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 2.262  
 TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM = 1.833  
 CALCULATED VALUE OF T = 4.316528  
 HYPOTHESIS IS REJECTED AT 1% LEVEL OF SIGNIFICANCE  
 HYPOTHESIS IS REJECTED AT 5% LEVEL OF SIGNIFICANCE



F1

4

X(1)	Y(1)	D(1)
6.5	1.5	5
11	3	8
2	1	1
8	5	3
4	1	3
9	5	4
3	0	3
4	2	2
8.5	3.5	5
4.5	1.5	3

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.18

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=2.26

CALCULATED VALUE OF F = 6.010987

HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

Similarly the calculated values of  $t$  for F III and F IV are equal to 4.310 and 6.010 respectively which are greater than their table values at 1% and 5% levels of significance.  $H_0$  is rejected in both the cases establishing the superiority of Method 1 (XI) over Method 2 (YI).

TEST VII : This test was designed to assess the retention of comprehension teaching units to all the four samples namely GI, GII, GIII, GIV as denoted in the data-sheet. The test was given after two weeks. The scores of Method 1 and Method 2 of all the samples are given below.

8	3	5
7	5	2
8	2	6
6	6	0
8	5	3
10	5	5
10	6	4
8	4	4
10	5	5
6	5	1

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.26

CALCULATED VALUE OF  $t = 5.65301$

HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

G1

2

X (I)	Y (I)	D (I)
5	3	2
11	7	4
5	4	1
5	5	0
10	7	3
8	8	0
7	4	3
6	6	0
4	3	1
5	4	1

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.26

CALCULATED VALUE OF  $t = 3.308466$

HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

G1

3

X (I)	Y (I)	D (I)
5	4	1
6	5	1
10	2	8
5	3	2
5	4	1
8	4	4
10	5	5
12	6	6
5	3	2
10	2	8

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.26

CALCULATED VALUE OF  $t = 4.26038$

HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

G1

4

X (I)	Y (I)	D (I)
8	3	5
6	3	3
7	0	7
8	6	2
9	2	7
10	5	5
7	2	5
9	1	8
9	4	5
8	2	6

TABLE VALUE AT 1% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM=3.25

TABLE VALUE AT 5% LEVEL OF SIGNIFICANCE & WITH 9 DEGREES OF FREEDOM =2.26

CALCULATED VALUE OF  $t = 9.164612$

HYPOTHESIS IS REJECTED AT 1 % LEVEL OF SIGNIFICANCE

HYPOTHESIS IS REJECTED AT 5 % LEVEL OF SIGNIFICANCE

The statistical analysis of the scores of all the samples GI, GII, GIII, GIV shows that in each case the calculated value of  $t$  is greater than the table values at 1% and 5% levels of significance at which the  $H_0$  is rejected. In other words it is established that the Method No. 1 is superior to Method No. 2 for purposes of retaining the teaching material. The contribution of the visual in this regard has proved to be very effective. It is an important point in teaching English as a foreign language because their comprehension of the text taught through the video.

## C O N C L U S I O N

The introduction of media technology has brought and can bring about a substantial change in our attitudes to language teaching and learning. With the gradual acceptance of media technology its scope has extended greatly in many areas of education specially in English language teaching which has been the main concern of my dissertation. Educational technology is now considered as a powerful support to methods of teaching English as a foreign language because of its compelling power to motivate learning. Men, machines and video materials for language learning and teaching have jointly changed our priorities in language teaching. Television has assumed very great importance as it is assisted now by the spectacular progress in video technology and video materials to which we can have an access if we are convinced in the efficacy of using video in the classroom. There is no doubt that educational technology has made immense strides in the field of education and language teaching in developed countries. But in India and other developing countries the new idea on the use of media technology is slowly gaining ground for various reasons explained in my introductory chapter.

How far educational technology is going to be exploited in these countries is a matter left for futurity.

If sincerely taken up the introduction of video technology needs the availability of trained personnel, expensive equipments and video texts. But its growing popularity indicates that the time is not far off when our ordinary classrooms will be changed into electronic rooms for language teaching. Video and TV are going to be important items like the classroom furnitures.

I have concentrated in my thesis on the use and effectiveness of video in the classroom for teaching English as a foreign language with special reference to the comprehension approach to language teaching but this does not mean that I have underestimated other elements of media for example radio, cassette recorders, slide projectors and other mechanical audio visual aids.

Why I have chosen video in the classroom for teaching English is based on my own experience of exploiting video material in an Indian classroom situation for its power to teach English effectively. A 6 to 8 minute video sequence can be used for teaching any one of the four skills of language learning for two to three hours depending on the interest and cleverness of the teacher to manipulate through a number of interesting exercises already described for achieving his objectives.

The main thrust of this dissertation is on the integration of media elements into methodology. The apparent basis of my thesis is to show whatever the methods, direct, audio-lingual comprehension and communicative approaches to language teaching, how media elements can act as powerful tools in the hands of a teacher to achieve the objects advocated by a text or a method it embodies. For effectiveness, motivation and large classroom conditions teaching through video can solve most of these problems and substantially add to the effectiveness of a teaching programme. The thesis is strongly supported by my own experience and observations, by neutral observers, students' opinion and students response.

But this assesement is largely subjective and empirical and its validity may be questioned. To controvert this probable objection I have gone in for statistical analysis of the scores gained by students through a series of tests designed for testing written comprehension. These tests have provided useful data on teaching through Method 1 — the video method and Method 2 — the traditional method without video. A comparative and statistical analysis of the data obtained by Method 1 and 2 was processed by computer and the

results have been substantially encouraging in favour of the video method. The statistical evidence provided in the last chapter of my dissertation is a solid proof of the validity of my thesis that the effectiveness, and motivating power of video technology and materials applied to any method of teaching is far more superior and result-oriented than traditional lecture room method without video.

I have also shown and tried to dispel some of the common fears about the use of machines that the teacher is replaced by machines but, on the contrary, the teacher remains central in the classroom for manipulating interesting exercises and interactive communication with lot of motivation between him and the learner. The sound and vision combination available to the learners in video sequences adds new dimensions to language teaching. In this age of micro-chip revolution video and Computers are definitely going to revolutionise language teaching and learning.



WALK TALL

The Colt Trooner : in the hands of an expert, deadly at 300 yards - it'll fire a bullet at over 1,000 miles an hour with enough power to punch through a car door and devastate anything in its path.

Well, there's not much left of that. But if that's what happens to a metal can after the bullet has already passed through a car door, then just imagine what effect it would have on the human body.

But incredibly, this jacket that I'm wearing holds the key to survival from any number of attacks from that weapon. It's lined with a special material made from this stuff. It's called Kevlar, a man-made fibre developed some years ago which in its raw state is so silky soft that you can just push your fingers straight through it. But like any fibre it can be spun into a yarn and then woven into a fabric. This fabric can then be bonded together in layers to produce a material that's actually stronger than steel and it's the development of a new weaving and bonding technique that's enabled a small British company to produce a bullet-resistant panel that's actually lighter and more flexible than ever before. And it's thinner than a ten pence piece.

But although this panel would stop the bullet dead in its path, the body itself would have to absorb the tremendous shock of the impact-some 800 pounds, resulting in a severe bruising or indeed the odd broken rib.

And that's where this little pillow comes in. It's hardly more than a bag of air and it's placed between the panel and the body and it absorbs the impact of the bullet by distributing the energy.

Oh no, even I'm not mad enough to get in the way of a flying bullet, so I've got my plasticine stand-in. But in fact this is the usual sort of test for this kind of thing because the plasticine has similar density to the human body. As you can see, it's quite soft to the touch. So now let's give it a go.

Let's have a look.

Well, it hasn't created much damage in the pannel. As for the plasticine, hardly a mark, a mere indentation. But as for the bullet, it's made a pretty big impression on that.

So, I suppose, wearing one of these a guy can walk tall and safe.

Answer the following questions :

Q. I. (a) Why does the man fire a bullet through the car door?

. . . . .  
. . . . .

(b) What's special about the jacket the man is wearing ?

. . . . .  
. . . . .

(c) What is Kevlar ? Is it a natural fibre or a  
man-made fibre ?

. . . . .  
. . . . .

(d) In its raw state, is Kevlar soft or hard ?

. . . . .  
. . . . .

II. Put these stages in the right order.

The process of Making Kevlar.

First, a the fabric is bonded together in layers.

Then, b the fibre is spun into a yarn.

Finally, c this is woven into a fabric.

. . . . .  
. . . . .

III. Describe the material Kevlar.

Put a tick next to the correct descriptions.

The material is :

- (a) brighter than ever before
- (b) stronger than steel
- (c) flexible, easy to bend
- (d) tremendously thick
- (e) lightweight
- (f) easily broken
- (g) as thin as a 10p coin.
- (h) silky soft
- (i) thinner than a 10p coin.

IV. Fill the gaps : the component of the jacket

(a) The panel

A British company is now able to produce a .....  
resistant ..... which serves as a ..... in the  
jacket.

(b) The pillow

This pillow is hardly more than a bag of ..... It  
absorb the ..... of the bullet by ..... the energy  
of the blow.

V. True or false ?

How effective would the jacket be if it was made with  
the panel by itself, without the air pillow ?

Mark these true (T) or false (F).

- a. The man would fall dead if he was in the path of the  
bullet.

- b. The panel would stop the bullet dead in its path.
- c. The bullet would injure the man.
- d. The shock of the impact would definitely break a man's rib.
- e. The impact of 800 pounds would cause severe bruising.

VI. Match for meaning.

Match the words in a-k with the alternative ways of saying the same things in 1-11.

Example : a-5 deadly = able to kill

- |                                  |                                    |
|----------------------------------|------------------------------------|
| a. deadly                        | 1. strongly joined                 |
| b. to punch through              | 2. to make a hole in               |
| c. in its path                   | 3. it's been very badly damaged    |
| d. there's not much left of that | 4. possible bone fractures         |
| e. kind of thing                 | 5. able to kill                    |
| f. the odd broken rib            | 6. put it to the test              |
| g. bonded together               | 7. proves to be useful             |
| h. give it a go                  | 8. in the way                      |
| i. stop something dead           | 9. make something stop immediately |
| j. comes in useful               | 10. material or fibre              |
| k. stuff                         | 11. type of experiment             |

VII. Which title is best ?

a. What is the real title of the text extract ?

. . . . .  
. . . . .

b. Walk Tall is not the original title for this programme. Can you think of a better one ?

. . . . .  
. . . . .

VIII. What other specialist clothing can you think of ?

Make a list. For each item explain the following :

a. Who is it made for ?

. . . . .  
. . . . .

b. Why is it made that way ?

. . . . .  
. . . . .

c. How far is it effective ?

. . . . .  
. . . . .

## Seal Launch

Reporter     A canoe team from Portsmouth Polytechnic are preparing for the adventure of a lifetime. Later this year, the students will fly to Kashmir and spend a month exploring the wild waters of the western Himalayas.

Now I found them, carrying their canoes to a bridge in Gosport. What on earth were they up to ?

There are no rapids to shoot here. The flow is gentle under as well as over the Hasler Bridge.

Yet for these intrepid paddler the structure represents the sort of challenge they may have to face in Kashmir, where many swollen rivers remain uncharted.

Neil Dunn the organiser of the six man expedition, deemed it crucial to practise a dare-devil way of getting into the water.

Neil Dunn  
Organiser     It's called a "seal-launch" where you jump off the bridge to enter into the water when their sides are too steep for you to walk down and carry your canoes. Normally, we were trained to do a safer method of getting into the water but every now and then it has to be used.

One, two, three, four, .... go.

Reporter       Incredibly, canoes, paddles, men and cars stay intact although there is one slight casualty.  
I think that was some stunt.

Neil Dunn      Thank you.

Reporter       How high up were you there ?

Neil Dunn      I should say about thirty feet in total, right from the top.

Reporter       And it's taken it's toll on you, I can see.

Neil Dunn      Yes, it has. A nose bleed there. As I went down, I was a bit too vertical when I entered the water and I started to turn over so my face slapped it, and as you can see it was a bit painful. A slight nosebleed. I'm O.K. though.

Reporter       It's almost a sport in it's own right. I would have thought.

Neil Dunn      It could be, but I'm not going to do it very often.

Reporter       What are you saying-it is slightly dangerous ?

Neil Dunn      Yes, it is. It shouldn't be attempted by the normal canoeist, I don't think, really.

Reporter       Seal launches are part of a rigorous training programme before the team leaves for the Himalayas in late August. Eskimo rolls are nothing compared to the work meted out by two physical training instructions.



Canoist        Every week we go out with these Army chaps and if we don't do it faster than the time we did it last week, then we get fined a pound which goes towards our fund to buy extra bits of equipment which we are sure we're going to need before we go away.

Reporter       How's the fund going now ?

Neil Dunn      We stand at about £20 at the moment.

Reporter       You're slacking, obviously.

Neil Dunn      We are.

Reporter       Are you going to be fit in time ?

Neil Dunn      Yes, we hope we are yes. Stepping up the training towards the end.

Reporter       How many more seal launches do you intend to do now?

Neil Dunn      Not many more, we don't think. We think we've done enough now for this year.

### Seal Launch

M.M. 50

Q. I Match the words with their meanings :

5

- |             |   |
|-------------|---|
| 1. Canoe    | 1. dangerous or critical                  |
| 2. Rapids   | 2. something done to attract attention    |
| 3. Intrepid | 3. rivers flowing over steep slopes.      |
| 4. Stunt    | 4. a light boat having sharp pointed ends |
| 5. Crucial  | 5. fearless                               |

II. Explain the meaning of the following : 5

1. Paddles .....
2. Swollen river .....
3. Uncharted .....
4. Incredibly .....
5. Expedition .....

III. Explain the following : 10

1. exploring the wild waters .....
2. What on earth were they upto.....
3. a dare devil way .....
4. stay intact .....
5. work meted out .....

IV. Answer the following questions : 30

1. What was the objective of canoe team ?  
.....
2. Why did they choose the bridge in Gosport ?  
.....
3. How did they jump into the water ?  
.....
4. How were they going to fund the expedition ?  
.....
5. Why was the organiser of the expedition hurt ?  
.....
6. Give an example of any dare-devil act.  
.....

## Solar Energy Car

Well, we have all heard of a diesel car, an electronics car, even a gas powered car, but the car that is run on sunshine is something else again. Nevertheless, a team of engineers from Berkshire have built a solar powered machine that does just that and what's more they are planning to drive it right across Europe. All the way, from Athens in Greece to Lisbon in Portugal.

Rob Widdow reports :

The solar powered car is the brainchild of students at University College in Cardiff and it is being developed at Intermediate Technology at Mortimer near Reading. This is no futuristic gimmick. The car really works doing a healthy 20 miles an hour for a three hour stretch.

Solar panels transfer energy to storage batteries which in turn power the electronic motor. Intermediate Technology are confident that the car will be a successful demonstration of how the sun can be tapped usefully and efficiently.

Reporter : Engineer Bruce Cross has already driven the car from London to Reading. How realistic a project is it to think that you can cross Europe using no other power at all ?

Bruce Cross : Well, we weren't sure three years ago and a few back of the envelope calculations made us think that it was

possible and so far, those have been borne out by the trials that we have done in this country.

Reporter : Now if this trip is successful what will you have achieved by doing it ?

Bruce Cross : Well, we'll have demonstrated that solar energy can be used usefully to produce power in a reasonable quantity. We are not trying to demonstrate that a solar car is a very useful way of getting around, but it can be used for many other purposes, like refrigeration for ... storage like water pumping and ... protection of pipelines. There are lots of small scale applications in remote places that you can use it for.

Reporter : There is some wild driving on the Continent and you are going to be doing twenty miles an hour a foot of the ground. Are you anxious about that ?

Bruce Cross : Well, we will have a moped running along twenty yards behind us and we hope that will give normal visibility to us so that car drivers will pull out.

Reporter : The team will set out from Athens on June 21st by which time they hope to have raised another £2,000 in sponsorship. The boffins from Mortimer are put to prove that the sun can be harnessed to provide help for nations whose problems cant be solved by money alone.

- Q. I Match the words with their meanings : 5
- |                |                                  |
|----------------|----------------------------------|
| 1. Trial       | 1. board for instruments         |
| 2. Demonstrate | 2. to produce power              |
| 3. Panels      | 3. testing and trying            |
| 4. To harness  | 4. distance to which one can see |
| 5/ Visibility  | 5. show clearly by proof         |

- Q.II Give the meanings of the following: 5
- |                      |       |
|----------------------|-------|
| 1. brain child       | ..... |
| 2. storage batteries | ..... |
| 3. sponsor-ship      | ..... |
| 4. boffins           | ..... |
| 5. tapped            | ..... |

- Q.III Explain the following : 5
- |                            |       |
|----------------------------|-------|
| 1. borne out               | ..... |
| 2. small scale application | ..... |
| 3. pull out                | ..... |
| 4. futuristic gimmick..... | ..... |
| 5. wild driving            | ..... |

- Q.IV Answer the following questions : 10
1. What was the ambitious plan of the engineers for driving the solar car ?
- .....
- .....

2. What are the disadvantages of a solar car ?

. . . . .  
. . . . .

3. Can you see solar energy for other purposes ?  
What are they ?

. . . . .  
. . . . .

4. Why are the technologists sure about their  
invention ?

. . . . .  
. . . . .

5. If you are driving a solar car, how will you  
save it from accident ?

. . . . .  
. . . . .

6. If you were an engineer where would you put the  
solar panels in a car ?

. . . . .  
. . . . .

## 1. Cross Channel Bomb Threat

First there has been unprecedented security at cross channel ferry ports here in the south. Police with sniffer dogs have been out in force in response to a threat that terrorists may try to sink a British ferry. Hampshire's Police Constable John Duke is determined that British tourists won't be bullied by the bombers.

Nigel Burward reports :

The security operation involves every ferry port along the south coast, Police have been told that an Arab terrorist group, possibly from Libya may try to smuggle a car bomb onto a ferry and blow it up at sea. So they've been using sniffer dogs to check all vehicles arriving for hidden explosives as holiday makers waited at the ferry port in Portsmouth the Chief Constable of Hampshire came to see his men in action. John Duke Hampshire Police Constable : I am very pleased, I believe that even the media have responsibly covered this as a sensible UK measure against those who are threatening and , and whether they are within or without, whatever their names it does not really matter much if they are going to threaten U.K... Lots of people have threatened this town in the past and they haven't been very successful we are not easily bullied you know.

Reporter : It can take several minutes to check a car and caravan, but today most travellers seem quite happy to

accept the situation.

I was working in Ireland last year and in Northern Ireland you can imagine what the checks are like there. Anyway, it's good job they're doing it. It will put off anybody who is planning anything.

Passengers : It is a bit frightening, I guess, for some people but it is best to be on the safe side, I think.

What do you think about this terrorist threat, of possibly a bomb on one of the ferries ?

Well, I think it's very worrying, but we will try not to let it spoil our holiday.

Reporter : Today's security clamp down coincided with the arrival of a new jumbo ferry operated by Townsend Thoresen. They have spent 7½ million pounds on the Viking Venturer to double her car carrying capacity. The company say that even the threat of terrorism won't stop more and more people wanting to cross the channel.

Paul Ellis Townsend Thoresen : Well, I think anybody travelling through Portsmouth today, or over the past couple of days will have been relieved, relaxed and probably quite proud to see British security in full swing. I have to say that although it may not have crossed the minds of the layman, we in the ferry industry have been very aware for many years that terrorism poses a threat as much to as to airlines or any other form of transport or life itself.



Reporter : And whatever the problems, we British are always determined to do things properly. So today, there was only one way to give the jumbo ferry a fitting welcome on the quayside at Portsmouth.

---

M.M. 50

Q. I Match the words with their meanings :

5

- |                  |   |
|------------------|---|
| 1. Unprecedented | 1. frightened or hurt by persons              |
| 2. explosives    | 2. small home pulled by a motor vehicle       |
| 3. bullied       | 3. mass communication eg. T.V., Radio, Press. |
| 4. media         | 4. never done or known before                 |
| 5. caravan       | 5. material likely to burst                   |

Q.II Give the meaning of the following :

5

- |                        |       |
|------------------------|-------|
| 1. Security check      | _____ |
| 2. Cross Channel ferry | _____ |
| 3. Jumbo ferry         | _____ |
| 4. Sniffer dogs        | _____ |
| 5. Quayside            | _____ |

Q. III Explain the following :

10

1. Blow up
2. Within or without

3. A bit frightening
4. Clamp down
5. In full swing

Q. IV Answer the following questions :

30

1. What is the function of Sniffer dogs ?

. . . . .  
. . . . .

2. What was the opinion of holiday makers about security checks ?

. . . . .  
. . . . .

3. What do you think about a terrorist threat ?

. . . . .  
. . . . .

4. What is the difference between a jumbo ferry and an ordinary ferry ?

. . . . .  
. . . . .

5. How was a fitting welcome given to the new jumbo ferry ?

. . . . .  
. . . . .

6. Where do you face security checks in India ?

. . . . .  
. . . . .

## Bournemouth Belle

Commentator : And it's twenty years now since the Bournemouth Belle was taken out of service. The pullman train had proved too expensive to run and it seemed the days of luxury travel by train were over. But not so, for today the Belle was resurrected to begin a special season of summer trips from London to Bournemouth. As an extra bonus, the coaches are those used on the famous Orient Express. Christ Peacock was there to see a new era in railway history.

So there we were on platform 11 at Waterloo, turning the clock back to a time when railway elegance ruled the tracks. A jazz band played evoking the thirties, when the Belle first ran between London and Bournemouth. There were the familiar chocolate and cream pullman carriages ready to relaunch the train and waiting to go on board were some of the passengers who were determined to keep ahead of the excitement.

The Bournemouth Belle was introduced as an all pullman train in 1931. It was steam-drawn by a locomotive in handsome green livery-four hundred and eighty tons of train and a passenger list of well-heeled travellers to match. The new service is being revived by the Venice Simplon Orient Express Company.

From May until September the train will make a weekly trip to Bournemouth at a cost of £40 for a single fare. What the customers get for their money will be the last word in luxury.

Firstly, we anticipate a number of foreign visitors who will take a trip from London to Bournemouth and Beaulieu and of course, Broadlands and secondly, we anticipate quite a lot of British people who will want to travel on the resurrected Bournemouth Belle and appreciate the romantic surroundings.

The train does have a romantic appeal about it. It has everything to do with who you might meet. Beautiful women are to be seen reflected in the glass windowed compartments. Almost anything might happen.

Passenger : I have come to enjoy the ambiance of the train and to enjoy the romance of the period and perhaps to look for a little romance.

Reporter : Have you found a suitable man yet ?

Passenger : I don't know. What are you doing ?

The pullman cars each with their own christian names have been carefully restored. Once these coaches were the toast of the Golden Arrow and the Brighton Belle, now they're taking the Bournemouth line.

Reporter : Mr. Harding, you travelled on the original Bournemouth Belle in 1936. How much did the trip cost ?

Mr. Harding : Well, if my memory serves me right, that's fifty years ago. I'd say, it was about two pounds ten shillings or two fifty as they call it today.

Reporter : It's now going to cost 40.

Mr. Harding : That's progress.

Reporter : Breakfast is served and not a cup of British Rail tea in sight. This is Bucks Fizz of course.

Elizabeth Harris how would you describe the atmosphere on this train ?

Elizabeth Harris : Very glamorous and quite unique I think. It's a sort of trip into the past in the nicest possible way.

Reporter : The Bournemouth Belle will make a choice of excursions during the summer months to Bournemouth, Beaulieu and Romsey, the idea being to ride on the world's most luxurious train and take in some of the sights at the same time. So this is the way it will be for those who can afford to ride on the Bournemouth Belle. This is a sight that's not been seen since 1967 when the Belle was taken out of service because she was too expensive to run.

How do you deal with that tricky customer who inevitably cross up on a train like this ?

Waiter : Well, I mean, they're very, very few and far between but we usually try to pacify them and another glass of champagne usually settles the score.

Reporter : Ten minutes past twelve and journey's end as the Bournemouth Belle breaks the welcoming tape at its destination. The train is just two minutes late but who cares. The

Bournemouth Belle is back in business on the right track.  
The party continues striking up to welcome back a lady  
with a past who also had a future.

---

M.M. 50

Q. I. Match the words with their meanings :

5

- |                |   |
|----------------|---|
| 1. Resurrected | 1. to satisfy                                     |
| 2. Belle       | 2. unavoidable                                    |
| 3. Pacify      | 3. bring back into use                            |
| 4. Restored    | 4. beautiful                                      |
| 5. Inevitably  | 5. to repair and bring back<br>to former position |

Q. II Give the meanings of following :.

5

- |                    |       |
|--------------------|-------|
| 1. ambiance        | _____ |
| 2. locomotive      | _____ |
| 3. romantic appeal | _____ |
| 4. tricky customer | _____ |
| 5. destination     | _____ |

Q. III Explain the following :

10

- |                        |       |
|------------------------|-------|
| 1. to keep ahead       | _____ |
| 2. last word in luxury | _____ |
| 3. toast of            | _____ |
| 4. crop up             | _____ |
| 5. to settle the score | _____ |

Q. IV Answer the following questions : 30

1. The plat-form scene was quite exciting before the journey. Why ?

. . . . .  
. . . . .

2. What luxury did the passengers enjoy ?

. . . . .  
. . . . .

3. How does the waiter deal with tricky customer ?

. . . . .  
. . . . .

4. Why is the Bournemouth Belle called the lady with a past ?

. . . . .  
. . . . .

5. How was the welcome given to Bournemouth Belle at her destination ?

. . . . .  
. . . . .

6. If you were a passenger in Bournemouth Belle what romantic surroundings would you enjoy ?

. . . . .  
. . . . .

INFORMATION DATA SHEET OF STUDENTS

1. Name of the student . . . . .
2. Father's name and Profession . . . . .
3. Monthly income . . . . .
4. Father's education . . . . .
5. Mother's education . . . . .
6. House wife or working woman . . . . .
7. Number of brothers and sisters . . . . .
8. Do you belong to rural or urban area? . . . . .
9. Were you educated in an English Medium or Regional Medium school? . . . . .
10. Do you read newspapers, Magazines or novels in English? . . . . .
11. Do you speak English at home or with friends ? . . . . .
12. Which programmes in English do you watch on Television? . . . . .



Questionnaire for Observers

Note : We are interested in your opinions on each of the statements below. Try to put down exactly what you feel about each item.

Name:.....Class:.....Date:.....

Please apply the following scale in answering the questions below. Circle only one letter in each item.

S C A L E

A Strongly agree

B Agree

C Uncertain

D Disagree

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. I liked this method of learning  | A | B | C | D |
| 2. I was able to keep up with this programme.   | A | B | C | D |
| 3. I found the material interesting   | A | B | C | D |
| 4. I felt the material was presented in a consistent and orderly way.                             | A | B | C | D |
| 5. I think I would learn the material better by studying the text book.                           | A | B | C | D |
| 6. I found the programme boring   | A | B | C | D |
| 7. I feel that this programme method of instruction is superior to regular classroom instruction. | A | B | C | D |

I estimate that I have followed the comprehension of the video text (circle only one).

- |   |   |
|---|---|
| 1. 20 % of the comprehension lesson           | A |
| 2. 40 % of the comprehension lesson           | B |
| 3. 60 % of the comprehension lesson           | C |
| 4. 80 % of the comprehension lesson           | D |
| 5. More than 80 % of the comprehension lesson | E |

R E T E N T I O N   T E S T

Group A B

Name :.....

Roll No :.....

Q.I Explain the meaning of the following :

(a) panels .....

.....

(b) storage batteries.....

.....

(c) wild driving .....

.....

(d) canoe .....

.....

(e) stunt .....

.....

(f) paddles .....

.....

Q.II Answer the following questions:

(a) How did the students of the canoe team jump into the water ?

.....

.....

(b) Describe the shape of a canoe ?

.....

.....

(c) Describe the shape of panels. Where were they placed in the solar car ?

.....

.....

(d) What are the disadvantages of a solar energy car ?

.....

.....

R E T E N T I O N   T E S T

Group C D

Name :.....

Roll No:.....

Q.I Explain the meaning of the following :

- (a) ambience .....  
.....
- (b) romantic appeal .....  
.....
- (c) destination .....  
.....  
.....
- (d) caravan .....  
.....
- (e) security check .....  
.....
- (f) cross channel ferry .....  
.....

Q.II Answer the following questions :

- (a) Describe the old Bournemouth Belle of 1931 ?  
.....  
.....
- (b) How was the welcome given to Bournemouth Belle at her destination ?  
.....  
.....

(c) Why were sniffer dogs used by the British security?

.....

.....

(d) How was a fitting welcome given to the jumbo ferry?

.....

.....

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